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ABSTRACT

Designed for use with infants and children below the developmental level of seven years, the guide contains diagnostic and instructional information on skills in the following 11 areas (sample skills in parentheses): pre-ambulatory motor skills and behaviors, gross motor skills and behaviors (hopping, kicking, rhythm), fine motor skills and behaviors (pre-handwriting, drawing with scissors), self help skills (dressing, bathing, household chores), pre-speech (gestures, vocalization), speech and language skills (social speech, picture vocabulary), general knowledge and comprehension (time concepts, weather), readiness (visual discrimination, experience with books), basic reading skills (auditory discrimination, color words), manuscript writing (printing upper and lower case letters), and math (number concepts, time). Each section includes a general statement of the skill; developmental age notation; information on assessment methods, materials, and time limits; directions; instructional objectives; references; and related notes. Also included is a developmental record book for assessing child development in each of the 11 areas. (CL)

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CHILD'S NAME

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DEVELOPMENTAL RECORD BOOK

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BRIGANCE™ Diagnostic

INVENTORY OF EARLY DEVELOPMENT

(BIRTH TO SEVEN YEARS)

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Frank E Ferguson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

by Albert Brigance

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DEVELOPMENTAL RECORD BOOK

Child's Name: ______________________ Birth Date: __________ Phone: __________
Parents: ______________________ School/Program: ______________________
Home Address: ______________________ Address: ______________________
Comments: ____
____

RECORDING PROCEDURES AND COLOR CODE

Mark each evaluation in a different color to develop a graphic profile of progress.

- Circle responses for skills mastered.
- Underline objectives set for the next evaluation with the next colors.
- See page vii of the *Inventory of Early Development* for further discussion.

Testing Observations

Write the letters "S" or "N" and circle "Yes" or "No" in the designated box to describe the student's responses during testing. Use a pencil or pen of the color indicated on the left.

S - Satisfactory N - Needs to improve

Evaluation	*Color*	*Date*	*Age*	*Examiner*	Cooperation	Persistence	Attention Span	Concentration	Confidence	Rapport	Apparently Good Hearing	Apparently Good Vision
1st	Pencil										Yes No	Yes No
2nd	Blue										Yes No	Yes No
3rd	Red										Yes No	Yes No
4th	Black										Yes No	Yes No
5th	Green										Yes No	Yes No
6th	Purple										Yes No	Yes No

Comments: ____

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A. PRE-AMBULATORY MOTOR SKILLS AND BEHAVIORS

A-1 5-11
A-1D

Supine Position:

0-0 1. *Asymmetrical tonic neck reflex.
2. *Hands fisted and clench on contact.
3. *Slight flare in hands as arms extend.
4. Symmetrical eye movement (eyes move and focus together).
5. *Head predominantly to side.
6. Looks at person momentarily.
0-1 7. Rolls part way to side.
0-4 8. Turns head in both directions.
9. Thrusts legs in play.
10. Horizontal eye movement.
11. Vertical eye movement.
12. Watches and follows moving person.
13. Makes circular eye movements.
14. Looks at hands or objects in hands.
15. Takes object in hand to mouth for sucking.
16. *Symmetrical arm movement.
17. Rolls from side to back.
18. Can hold head steady in midline.
19. Kicks vigorously.
20. Hands predominantly open.
21. Hands come to midline.
22. Plays with hands and fingers.
23. Rolls from back to side.
24. Rolls onto stomach.
25. Eyes follow through an arc of 180°.
26. *Pats objects such as bottle or doll.
27. Reaches for and takes desired objects in view.
28. Palmar grasp.
29. Grasps foot with hand.
0-7 30. Intermediate grasp.
31. Lifts head as if to get up.
32. One hand approach and grasp.
33. Bangs and shakes rattle.
34. Transfers objects from one hand to the other.
35. Bilateral reach.
36. *Takes feet to mouth. 0-10

Developmental Age: 0-0 0-1 0-4 0-7 0-10

Notes:

A-2 12-5
A-2B

Prone Position:

0-0 1. Lifts head slightly.
0-1 2. Lifts head to 45° momentarily.
3. Lifts head 90°.
4. Can raise chest with elbow and forearm support.
5. Supports most of weight on hands.
0-4 6. Rolls to supine position.
7. Takes a swimming position —weight on stomach only.
0-7 8. Pivots.
9. *Crawls dragging body.
10. *Assumes a low creeping position.
11. Assumes high creeping position.
12. Creeps on hands and knees.
13. Changes from creeping to sitting position.
0-10 14. Reaches for object with weight on one arm. 1-0

Developmental Age: 0-0 0-1 0-4 0-7 0-10 1-1

Notes:

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*Disappearing behaviors, present only at this level of development (see page 3 in *Inventory*).

A. PRE-AMBULATORY MOTOR SKILLS AND BEHAVIORS

A-3 16-9
A-3B

Sitting Position:

0-0 1. *Head sags forward.
0-1 2. *Head set forward with some control but also with some bobbing.
3. *Steadies head but does not hold it erect.
4. Holds head erect and steady.
0-4 5. Sits supported.
6. Sits briefly leaning forward on hands.
7. Sits briefly with hands free to manipulate.
0-7 8. Sits erect and unsupported for five minutes.
9. Leans forward from sitting position and re-erects.
10. Sits with enough balance and support to free hands for an activity such as pat-a-cake.
0-10 11. Pivots.$^{1-1}$

Developmental Age: 0-0 0-1 0-4 0-7 0-10 1-1

Notes:

A-4 20-3
A-4A

Standing Position:

0-0 1. *No support.
2. *Supports small fraction of weight briefly.
3. *Supports approximately half of weight briefly.
4. *Bounces actively.
5. *Supports most but not all of weight.
6. *Makes stepping movement.
0-7 7. Supports full weight when balanced.
8. Stands holding on to an object for support.
0-10 9. Pulls to standing position.
10. Stands unsupported for five seconds.
11. Lifts foot when hand is held.
12. Walks with both hands held.
13. Walks sideways holding on to furniture.
14. Walks with one hand held.
1-1 15. Walks forward holding on to furniture.
16. Walks alone.$^{1-3}$

Developmental Age: 0-0 0-7 0-10 1-1 1-3

Notes:

*Disappearing behavior present only at this level of development (see page 3 of *Inventory*).

B. GROSS MOTOR SKILLS AND BEHAVIORS

B-1 27-9
B-1C

Standing:

1·0 1. *Stands with broad stance.
2. Stands with normal stance.
1·6 3. Stands on one foot with one hand held by another person.
4. Stands on either foot with one hand held.
5. *Squats to pick up object from floor and then re-erects.
6. Stands with heels together.
2·0 7. Stands on tiptoes momentarily.
2·6 8. Bends at waist to pick up object from floor.
9. Attempts to stand on one foot with no help.
3·0 10. Stands on one foot momentarily.
11. Stands on either foot momentarily.
4·0 12. Stands on one foot for five seconds.
13. Stands on either foot for five seconds.
5·0 14. Stands on one foot for ten seconds.
15. Stands on either foot for ten seconds.
6·0 16. Stands on one foot momentarily with eyes closed.
17. Stands on either foot momentarily with eyes closed.
18. Stands on heel and toe for five seconds. 7·0

Developmental Age: 1·0 1·6 2·0 2·6 3·0 4·0 5·0 6·0 7·0

Notes:

B-2 30-3
B-2C

Walking:

1·0 1. *Walks with broad stance.
2. *Walks with knees slightly bent and shoulders slightly hunched.
3. *Walks holding hands out for balance rather than at side.
4. Walks with hands swinging at side.
5. Walks sideways.
1·6 6. Walks well and rarely falls.
7. Walks fast.
8. Walks stepping over a 5 cm by 10 cm board without difficulty.
2·0 9. Walks backward three steps.
10. Walks backward a distance of 2 m.
11. Walks on tiptoe three steps.
3·0 12. Walks forward heel and toe three steps.
13. Walks on tiptoes a distance of 2 m.
14. Walks on straight line.
4·0 15. Walks circular 25 mm line.
16. Walks forward on line heel and toe a distance of 2 m.
17. Walks scissor steps across 25 mm-wide line a distance of 2 m.
5·0 18. Walks backward toe to heel six steps.
19. Walks backward toe to heel a distance of 2 m. 7·0

Developmental Age: 1·0 1·6 2·0 3·0 4·0 5·0 7·0

Notes:

B-3 34-5
B-3B

Stairs and Climbing:

1·0 1. Creeps up stairs.
2. Creeps down stairs backward.
3. Climbs onto furniture such as a low couch.
4. Climbs in and out of an adult chair.
1·6 5. Walks up stairs with one hand held.
6. Walks down stairs with one hand held.
7. Walks alone up stairs holding rail.
2·0 8. Walks alone down stairs holding rail.
9. Walks up stairs alternating feet with one hand held.
3·0 10. Walks down stairs alternating feet with one hand held.
11. Climbs ladder of low play equipment.
12. Walks up stairs alternating feet while holding rail.
4·0 13. Walks down stairs alternating feet while holding rail.
14. Walks up stairs carrying object in one hand without holding rail.
15. Walks down stairs carrying object without holding rail.
5·6 16. Walks up and down stairs carrying objects in both hands. 7·0

Developmental Age: 1·0 1·6 2·0 3·0 4·0 5·0 5·6 7·0

Notes:

*Disappearing behaviors, present only at this level of development (see page 3 in *Inventory*).

B. GROSS MOTOR SKILLS AND BEHAVIORS

B-4 36-7
B-4B

Running:

$^{1\cdot0}$ 1. Runs stiffly with some falling.

$^{2\cdot0}$ 2. Runs well without falling.

$^{3\cdot0}$ 3. Runs smoothly with changes in speed.

$^{4\cdot0}$ 4. Skips on one foot.

$^{5\cdot0}$ 5. Skips alternating feet.

6. Runs 45 m in 15 seconds.

7. Runs 45 m in 12 seconds.

$^{6\cdot0}$ 8. Runs around three obstacles a distance of 45 m in 12 seconds. $^{7\cdot0}$

Developmental Age: 1·0 2·0 3·0 4·0 5·0 6·0 7·0

Notes:

B-5 38-9
B-5B

Jumping

$^{2\cdot0}$ 1. Jumps off floor with both feet

2. Number of consecutive jumps (circle number):

$^{3\cdot0}$2 4 6 8 10$^{4\cdot0}$

3. Distance of broad jump: 5 cm $^{2\cdot0}$10 cm $^{3\cdot0}$20 cm $^{4\cdot0}$30 cm 40 cm $^{5\cdot0}$50 cm $^{6\cdot0}$60 cm 70 cm $^{7\cdot0}$80 cm

4. Distance of running jump: 50 mm 75 mm 100 mm 125 mm 150 mm 175 mm 200 mm

5. Number of consecutive jumps with jump rope:

$^{5\cdot0}$2 3 4$^{6\cdot0}$ 5 6 7 8$^{7\cdot0}$

Developmental Age: 2·0 3·0 4·0 5·0 6·0 7·0

Notes:

B-6 40-1
B-6B

Hopping:

1. On perferred foot:
(R L) $^{2\cdot0}$attempts, $^{3\cdot0}$1 hop 2 hops (b) Distance: $^{4\cdot0}$1 m $^{5\cdot0}$2 m$^{6\cdot0}$

2. On other foot:
(R L) $^{2\cdot6}$attempts, $^{3\cdot6}$1 hop 2 hops (b) Distance: $^{4\cdot6}$1 m $^{5\cdot6}$2 m$^{6\cdot6}$

Developmental Age: 2·0 2·6 3·0 3·6 4·0 4·6 5·0 5·6 6·0 6·6

Notes:

B-7 42-3
B-7B

Kicking:

$^{1\cdot6}$ 1. Kicks a playground ball without losing balance.

2. Walks up and kicks a stationary playground ball.

$^{5\cdot6}$ 3. Takes two or more coordinated steps and kicks a playground ball.

4. Does beginning drop-kick.$^{7\cdot0}$

Developmental Age: 1·6 5·6 7·0

Notes:

B-8 44-5
B-8B

Balance Board:

$^{1\cdot6}$ 1. Attempts to stand on balance board with one hand held.

$^{2\cdot0}$ 2. Walks with one foot on balance board.

3. Walks balance board with both hands held.

4. Stands on balance board with both feet without assistance.

$^{3\cdot0}$ 5. Attempts a step without assistance.

6. Walks forward using hands to balance.

$^{4\cdot0}$ 7. Walks balance board with hands at side.

8. Walks balance board heel and toe.

9. Walks backward with hands at. hands at side.

10. Walks balance board backward heel and toe.

11. Walks forward with eyes focused on a target at eye level.$^{7\cdot0}$

Developmental Age: 1·6 2·0 3·0 4·0 7·0

Notes:

B. GROSS MOTOR SKILLS AND BEHAVIORS

B-9 46-7
B-9B

Catching:

$^{3\cdot0}$ 1. Catches bounced playground ball with arms and body.
2. Catches bounced playground ball with hands and chest.
$^{4\cdot0}$ 3. Catches thrown playground ball with arms and body.
$^{5\cdot0}$ 4. Catches bounced playground ball with both hands.
5. Catches thrown playground ball with hands and chest.
6. Catches thrown playground ball with both hands.
7. Catches bounced tennis ball with both hands.
$^{6\cdot0}$ 8. Catches thrown tennis ball with one hand.$^{7\cdot0}$

Developmental Age: 3·0 — 4·0 — 5·0 — 6·0 — 7·0
Notes:

B-10 48-9
B-10B

Rolling and Throwing:

$^{1\cdot6}$ 1. Rolls playground ball while in sitting position.
2. Hurls ball.
3. Throws objects and follows them visually.$^{2\cdot6}$
4. Throws a playground ball a distance of: $^{2\cdot6}$2 m $^{3\cdot0}$3 m $^{4\cdot0}$4 m $^{5\cdot0}$5 m
5. Throws a tennis ball a distance of: $^{3\cdot0}$2 m $^{4\cdot0}$3 m 4 m $^{5\cdot0}$5 m $^{6\cdot0}$6 m
6. Number of beanbag tosses into a wastebasket: $^{5\cdot0}$1/5 2/5$^{6\cdot0}$ 3/5 4/5 5/5$^{7\cdot0}$

Developmental Age: 1·6 — 2·0 — 2·6 — 3·0 — 4·0 — 5·0 — 6·0 — 7·0
Notes:

B-11A 50-1
B-11A:1

Ball Bouncing:

$^{2\cdot0}$ 1. Bounces and catches playground ball once with both hands.
2. Bounces playground ball two or more times with both hands.$^{3\cdot0}$
3. Bounces playground ball with one hand a distance of 2 m and catches it with both hands.
4. Bounces a tennis ball once and catches it with both hands.$^{7\cdot0}$

Developmental Age: 2·0 — 3·0 — 7·0
Notes:

B-12 52-3
B-12B

Rhythm:

$^{1\cdot0}$ 1. Whole body rhythmic response to music.
$^{4\cdot0}$ 2. Movement of separate body parts to music.
3. Walking to rhythm.
$^{5\cdot0}$ 4. Attempting rhythmic movement with hand instruments.
5. Keeping time to simple tunes with hand instruments.
6. Galloping, jumping and running in rhythm to simple tunes.$^{6\cdot0}$

Developmental Age: 1·0 — 4·0 — 5·0 — 6·0
Notes:

B-13 54-7
B-13B

Wheel Toys

$^{1\cdot6}$ 1. Pulls wheel toy.
2. Sits on wheel toys to be pushed.
$^{3\cdot0}$ 3. Pedals tricycle.
4. Pedals tricycle around corners.
$^{4\cdot0}$ 5. Rides and steers wagon with one foot.
$^{5\cdot0}$ 6. Rides small bike with training wheels.
$^{6\cdot0}$ 7. Rides small bike without training wheels.
8. Roller skates forward 3 m.$^{7\cdot0}$

Developmental Age: 1·6 — 3·0 — 4·0 — 5·0 — 6·0 — 7·0
Notes:

C. FINE MOTOR SKILLS AND BEHAVIORS

C-1 59-65
C-1F

General Eye/Finger/Hand Manipulative Skills:

0-7 1. Uses inferior pincer grasp.
2. Pokes or examines objects with index finger.
3. Uses neat pincer grasp.
4. Puts objects in container
5. Squeezes squeaking toy with hand.
6. Eyes follow movements of hands or object in hand.
7. Picks up small objects, such as raisins, with pincer grasp.
1-0 8. Unwraps loosely wrapped small objects.
2-0 9. "Nests" objects graduated in size.
10. Turns knobs (on TV, radio, toys, etc.).
11. Turns door knob to open door.
12. Makes stirring movement.
13. Cuts dough or soft clay with cookie cutter.
2-6 14. Strings one-inch beads.
15. Unscrews and screws three-inch lid.
3-0 16. Folds paper.
17. Strings half-inch beads.
3-6 18. Winds up toy.
19. Unscrews and screws on a one-inch lid.
20. Sorts dissimilar objects.
4-0 21. Puts paper clip on paper.
22. Creases paper with fingers.
5-0 23. Folds paper diagonally and creases it.
24. Opens lock with key.
25. Sew through holes in sewing card.
26. Opens and closes large safety pin.
6-0 27. Builds structure with blocks, Tinker Toys, etc.
28. Uses pencil sharpener.
29. Uses eraser.
30. Dials telephone number given in writing.
31. Drives large nails in soft wood.
32. Draws line with ruler.
33. Threads large needle. 7-0

Developmental Age: 0-7 1-0 2-0 2-6 3-0 3-6 4-0 5-0 6-0 7-0

Notes:

C-2 67-8
C-2

Block Tower Building

0-7 1. Picks up block.
2. Places block on flat surface with voluntary release.
1-0 3. Attempts to build tower.
4. Builds tower with how many blocks? (circle a number): 2 3 4 5 2-0 6 7 8 9 3-0 10 4-0

Developmental Age: 0-7 1-0 2-0 3-0 4-0

Notes:

C. FINE MOTOR SKILLS AND BEHAVIORS

C-3 69
C-3

Puzzles:

$^{2\cdot0}$ 1. Completes simple inset puzzle (circle, triangle or square).

$^{3\cdot0}$ 2. Completes inset puzzle of how many pieces? (circle): 3-5$^{4\cdot0}$ 6-10 11-15$^{5\cdot0}$ 16-20$^{6\cdot0}$

3. Completes puzzle, not inset, of how many pieces? (circle): $^{5\cdot0}$12 or less$^{6\cdot0}$ 12-25 26-50$^{7\cdot0}$

Developmental Age: 2·0 3·0 4·0 5·0 6·0 7·0
Notes:

C-4 70-3
C-4D

Pre-Handwriting:

$^{1\cdot0}$ 1. Holds crayon or pencil in fist and makes incidental marks.
2. Imitates scribble.
3. Makes purposeful marks with crayon (may go off page).
$^{2\cdot0}$ 4. Scribbles and seldom goes off page.
5. Holds pencil/crayon with fingers, perhaps incorrectly, with hand not fisted.
$^{3\cdot0}$ 6. Draws a ball or apple when shown how.
$^{4\cdot0}$ 7. Traces along vertical line.
8. Traces along horizontal line.
$^{5\cdot0}$ 9. Grasps pencil correctly.
10. Colors within lines.
11. Traces letters.
12. Makes circles between writing-lines.
13. Makes vertical lines between writing-lines.
14. Copies first name.$^{6\cdot0}$

Developmental Age: 1·0 2·0 3·0 4·0 5·0 6·0
Notes:

C-5 74
C-5

Draw A Person:

Number of body parts present in picture: $^{4\cdot0}$2 3$^{5\cdot0}$ 4 5 6$^{6\cdot0}$ 7 8 9 10$^{7\cdot0}$
Picture includes: head legs eyes nose mouth arm trunk hands ears neck feet
Developmental Age: 4·0 5·0 6·0 7·0
Notes:

C-6 75-7
C-6C:1
C-6C:2

Designs:

Imitates: $^{2\cdot0}$(a) ○ (b) | (c) — (d) V (e)$^{3\cdot0}$ + (f)$^{4\cdot0}$ □ (g)$^{5\cdot0}$ △ $^{6\cdot0}$(h) ▭$^{7\cdot0}$
Developmental Age: 2·0 3·0 4·0 5·0 6·0 7·0
Notes:

Copies: $^{2\cdot6}$(a) ○ (b) | (c) — (d) V (e)$^{3\cdot6}$ + (f)$^{4\cdot6}$ □ (g)$^{5\cdot6}$ △ (h) ▭$^{7\cdot0}$
Developmental Age: 2·6 3·6 4·6 5·6 7·0
Notes:

C. FINE MOTOR SKILLS AND BEHAVIORS

C-7 78-81
C-7C

Cutting With Scissors

2-0 1. Places scissors on fingers and holds correctly.
2. Opens and closes scissors.
2-6 3. Snips or makes small cuts in paper.
4. Holds paper for cutting.
3-0 5. Cuts 13 cm paper in two.
6. Cuts 13 mm line within 12 mm in 15 seconds.
4-0 7. Cuts triangle with 5 cm sides within 12 mm in 35 seconds.
8. Moves paper while cutting.
5-0 9. Cuts 13 cm circle within 12 mm in 35 seconds.
10. Cuts 13 cm circle within 6 mm in 35 seconds.
11. Cuts 13 cm curving line witnin 6 mm in 35 seconds.
6-0 12. Cuts cardboard and cloth.
13. Cuts out items such as paper dolls. 7-0

Developmental Age: 2-0 2-6 3-0 4-0 5-0 6-0 7-0

Notes:

C-8 82-3
C-8B

Painting With Brush:

1-6 1. Makes whole arm strokes which may form arc and go off page.
2-0 2. Some wrist/scrubbing action.
3. Regards process as more important than end product.
4. Experiments with vertical and horizontal lines, dots or circular movements.
3-0 5. Gives name to picture not readily understandable to others.
4-0 6. Objects and designs are crude or imperfect in size and space relationships, but usually recognizable.
7. Concerned more with end product than with process.
5-0 8. Evaluates and criticizes own painting.
9. Selects colors with care. 6-0

Developmental Age: 1-6 2-0 3-0 4-0 5-0 6-0

Notes:

C-9 84
C-9

Clay:

2-0 1. Manipulates clay.
2. Pounds.
3. Squeezes.
4. Pulls apart.
3-0 5. Makes flat round cakes.
6. Makes rolled ropes.
7. Makes balls.
4-0 8. Makes crude objects not always recognizable by others.
5-0 9. Makes refined objects which are recognizable by others. 6-0

Developmental Age: 2-0 3-0 4-0 5-0 6-0

Notes:

D. SELF HELP SKILLS

D-1 68-92
D-1E

Feeding/Eating:

0·0 1. Sucking reflex.
2. "Rooting" reflex.
0·1 3. Forms tight seal around nipple when when sucking.
0·3 4. Swallows soft foods.
0·4 5. Uses tongue to moving food in mouth.
0·7 6. Opens mouth as spoon with food is presented.
7. Uses lips to close mouth tightly.
8. Feeds self cracker.
0·9 9. Holds bottle.
10. Drinks from cup held by adult.
11. Holds cup with both hands to drink, with assistance.
12. Lifts empty cup to mouth in imitation.
13. Feeds self finger foods.
1·0 14. Discards bottle.
15. Controls drooling.
16. Lifts cup from table to drink.
17. Returns cup to table after drinking.
1·6 18. Holds cup with both hands in drinking without aid.
19. Chews and swallows semisolid food.
20. Chews and swallows solid foods.
21. Takes spoon from plate to mouth with some spilling.
22. Manipulates spoon to "scoop" food.
23. Sucks from straw.
2·0 24. Holds glass with one hand.
25. Chews with rotary motion.
26. Controls turning of spoon.
27. Holds fork in fist.
4·0 28. Holds spoon in fingers.
29. Holds fork in fingers.
30. Uses napkin.
5·0 31. Uses knife for spreading.
6·0 32. Uses knife for cutting.
33. Pours liquid from a pitcher of one to two liters (qts.).
34. Prepares dry cereal.
35. Prepares a sandwich. 7·0

Developmental Age: 0·0 0·1 0·3 0·4 0·7 0·9 1·0 1·6 2·0 4·0 5·0 6·0 7·0

Notes:

D-2 93-4
D-2B

Undressing:

1·0 1. Cooperates in undressing.
2. Assists in undressing.
3. Removes socks.
4. Removes shoes.
5. Removes coat.
2·0 6. Removes shirt.
7. Removes dress.
8. Removes "pull down" garments.
9. Undresses self except for "pull over" garments.
3·0 10. Removes "pull over" garments. 4·0

Developmental Age: 1·0 2·0 3·0 4·0

Notes:

D-3 95-6
D-3B

Dressing:

1·0 1. Cooperates in dressing.
2·0 2. Assists in dressing.
3·0 3. Puts on shoes (may be on wrong feet).
4. Puts on coat.
5. Puts on shirt.
6. Puts on dress.
4·0 7. Puts on socks.
8. Puts on "pull up" garment.
9. Inserts belt in loops.
10. Knows which shoe goes on which foot.
11. Puts on "pull over" garments.
12. Dresses with minimal supervision, other than for assistance with difficult fasteners.
13. Dresses unsupervised, except for help with difficult fasteners. 5·0

Developmental Age: 1·0 2·0 3·0 4·0 5·0

Notes:

D. SELF HELP SKILLS

D-4 97-8
D-4B

Unfastening:

1-6 1. Unties bow.
2. Unsnaps front.
2-0 3. Unbuttons front.
4. Unzips non-separating front zipper.
3-0 5. Unzips separating front zipper.
6. Unsnaps back.
4-0 7. Unzips back (non-separating) zipper.
8. Unbuttons back. 5-6

Developmental Age: 1-6 2-0 3-0 4-0 5-6

Notes:

D-5 99-100
D-5B

Fastening:

2-0 1. Buttons large front buttons.
3-0 2. Buttons small front buttons.
3. Snaps front.
4-0 4. Zips front, non-separating zipper.
5. Buckles belt or shoes.
6. Zips front, separating zipper.
7. Laces shoes.
5-0 8. Attempts to tie shoe.
9. Ties shoe.
6-0 10. Buttons back.
11. Snaps back.
12. Zips back, non-separating zipper. 7-0

Developmental Age: 2-0 3-0 4-0 5-0 6-0 7-0

Notes:

D-6 101

Knows Front And Back of Clothes:

2-0 1. coat
2. pants
3-0 3. shirt
4. socks
4-0 5. underclothes 5-0

Developmental Age: 2-0 3-0 4-0 5-0

Notes:

D-7 102

Knows When Clothes Are Inside-Out And Turns If Needed:

3-0 1. coat
2. pants
3. shirt
4. socks
4-0 5. underclothes 5-0

Developmental Age: 3-0 4-0 5-0

Notes:

D-8 103-4
D-8B

Toileting:

1-0 1. Indicates wet or soiled pants.
2. Has regular bowel movement.
3. Urinates in potty.
4. Sits on potty or toilet without undue resistance.
5. Is usually dry after nap.
6. Defecates in potty.
7. Verbalizes toilet needs consistently.
2-0 8. Knows the difference between bladder and bowel functions and communicates the difference.
9. Pulls down pants when he/she needs toileting.
3-0 10. Urinates without toileting assistance.
4-0 11. Cares for toileting needs other than for help in wiping.
12. Totally cares for toileting needs including flushing toilet and washing and drying hands. 5-0

Developmental Age: 1-0 2-0 3-0 4-0 5-0

Notes:

D. SELF HELP SKILLS

D-9 105-6
D-9A

Bathing:

1-0 1. Cooperates in drying hands.
2. Cooperates in washing hands.
1-6 3. Dries hands with assistance.
2-0 4. Dries hands without assistance.
5. Washes hands using soap and without assistance.
6. Washes face with assistance.
7. Dries face without assistance.
8. Knows which faucet is hot and which is cold.
3-0 9. Turns faucet on/off.
4-0 10. Adjusts water temperature.
5-0 11. Bathes with assistance.
12. Bathes without assistance.
6-0 13. Dries self after bathing. 7-0

Developmental Age: 1-0 1-6 2-0 3-0 4-0 5-0 6-0 7-0

Notes:

D-10 107-8
D-10B

Grooming:

3-0 1. Wipes nose when requested to do so.
2. Brushes teeth with assistance.
4-0 3. Rinses mouth and expels liquid.
4. Wipes nose without verbal clue.
5-0 5. Brushes teeth without assistance.
6-0 6. Cleans nails.
7. Brushes hair.
8. Combs hair.
9. Shines shoes. 7-0

Developmental Age: 3-0 4-0 5-0 6-0 7-0

Notes:

D-11 109-10
D-11B

Household Chores:

1-6 1. Remembers where objects are kept or belong.
2-0 2. Imitates house work.
3. Avoids hazards.
2-6 4. Puts away jacket.
5. Helps put things away.
3-0 6. Wipes up spills.
7. Puts away toys.
4-0 8. Places dirty clothes in hamper.
9. Cleans up clutter. 5-0

Developmental Age: 1-6 2-0 2-6 3-0 4-0 5-0

Notes:

E. PRE-SPEECH

E-1 114-5
E-1B

Receptive Language:

0-0 1. Notices faces of others.
0-2 2. Stops crying when someone enters the room.
0-4 3. Anticipates feeding at sight of food.
4. Eyes and head turn toward sound.
5. Responds to friendly speech and fondling with a smile or coo.
6. Responds to angry voice with a frown,
0-7 7. Understands and responds to name.
8. Understands "no-no."
0-9 9. Listens selectively to familiar words.
10. Listens to tick of watch.
11. Attends simple command. 1-0

Developmental Age: 0-0 0-2 0-4 0-7 0-9 1-0

Notes: ______________________________

E-2 116-7
E-2B

Gestures:

0-0 1. Smiles
2. Facial expression to ringing of bell or sudden noise.
3. Smiles when talked to.
0-4 4. Laughs aloud.
5. Raises arms when mother says "Come here" or "Up" while reaching toward child.
0-7 6. Shakes head "no."
7. Waves "bye-bye."
8. Gives affection.
9. Nods head for "yes." 1-0

Developmental Age: 0-0 0-4 0-7 1-0

Notes: ______________________________

E-3 118-9
E-3B

Vocalization:

0-0 1. Makes small throaty sounds.
2. Makes sounds of discomfort.
3. Has a strong cry.
4. Makes pleasure sounds ("ah").
5. Makes coos and gurgles.
0-4 6. Vocalizes when talked to.
7. Squeals.
8. "Talks" to toy or pet of interest.
0-8 9. "Sings" tones.
10. Babbles using several consonants.
11. Says "mama or dada" with no specific meaning.
12. Imitates sounds or words.
13. Says "Mama" or "Dada" with meaning.
14. Unintelligible jabbering. 1-3

Developmental Age: 0-0 0-4 0-8 1-3

Notes: ______________________________

F. SPEECH AND LANGUAGE SKILLS

F-1 122-4
F-1C

Syntax:

0·10 1. One word.
1·0 2. Three words other than "mama" or "dada."
3. Abbreviated sentences.
4. Names object shown.
5. Noun phrases with adjectives.
6. Subject-predicate phrases.
2·0 7. Uses plurals.
8. Noun phrase with article.
9. Refers to self by name.
10. Three word phrases.
11. Possesive noun
12. Three word sentences.
13. Uses pronoun to refer to others.
14. Asks simple questions.
2·6 15. Refers to self by pronoun.
16. Adds "ing."
17. Uses past tense.
3·0 18. Uses negative phrases other than "no."
19. Uses plurals other than by adding "s." (e.g., "foot, feet").
20. Asks questions about persons and things.
3·6 21. Relates experiences with some understanding of sequence and closure.
5·0 22. Asks definition of words. 6·0

Developmental Age: 0·10 — 1·0 — 2·0 — 2·6 — 3·0 — 3·6 — 5·0 — 6·0

Notes:

F-2 125
F-2

Length of Sentences:

Average number of words used in sentences: 2·0 **2** 2·6 **3** 3·0 **4** 4·0 **4.5** 5·0 **5** 6·0 **6** **7** 7·0

Developmental Age: 2·0 — 2·6 — 3·0 — 4·0 — 5·0 — 6·0 — 7·0

Notes:

F-3 126-7
F-3

Personal Data Response:

2·0 1. First name
2. Full name
3·0 3. Age
4. Sex
4·0 5. Siblings
6. Town/city
7. Street address
5·0 8. Birthday
9. Phone number
10. Parent name
6·0 11. Complete address 7·0

Developmental Age: 2·0 — 3·0 — 4·0 — 5·0 — 6·0 — 7·0

Notes:

F-4 128-30
F-4C

Social Speech:

1·0 1. Expresses wants and needs.
2. Responds to simple "yes or no" questions.
3. Calls at least one person by name.
4. Asks for food at table.
5. Vocalizes toilet needs.
2·0 6. Responds appropriately to questions involving choices.
7. Says "thank you" and "please."
3·0 8. Delivers simple message.
9. Shows an interest in conversation of others.
10. Responds and makes verbal greetings.
4·0 11. Acknowledges compliments/service.
12. Says "excuse me" to interrupt politely.
5·0 13. Participates in a conversation without monopolizing it.
14. Answers phone and summons person requested.
15. Delivers two-part message orally.
16. Answers phone, takes simple message, delivers it. 6·0

Developmental Age: 1·0 — 2·0 — 3·0 — 4·0 — 5·0 — 6·0

Notes:

F. SPEECH AND LANGUAGE SKILLS

F-5 131-3
F-5C

Verbal Direction: Follows the following directions:

$^{1\cdot6}$ 1. ...on the chair.
2. Come to me.
3. Give it to me.
4. Give me the ....
$^{2\cdot0}$ 5. Sit here.
6. ...in the box.
7. ...under the....
8. Bring it to me.
$^{3\cdot0}$ 9. Bring me the ....
10. ...by the chair.
$^{4\cdot0}$11. ...in front.
12. ...beside....
13. ...above....
14. ...below....
15. ...behind....$^{5\cdot0}$

Developmental Age: $^{1\cdot6}$ $^{2\cdot0}$ $^{3\cdot0}$ $^{4\cdot0}$ $^{5\cdot0}$
Notes:

F-6B 135-6
F-6B:1

Picture Vocabulary: Points to when examiner names:

$^{1\cdot6}$ 1. dog
2. cat
3. key
4. girl
$^{2\cdot0}$ 5. man
6. airplane
7. apple
8. leaf
$^{3\cdot0}$ 9. cup
10. boy
11. car
12. nail
13. pencil
14. wagon
15. sock
16. hammer
17. fish
18. duck$^{4\cdot0}$

Developmental Age: $^{1\cdot6}$ $^{2\cdot0}$ $^{3\cdot0}$ $^{4\cdot0}$

F-6B:2

Names when examiner points:

$^{1\cdot6}$ 1. dog
2. cat
3. key
4. girl
$^{2\cdot0}$ 5. man
6. airplane
7. apple
8. leaf
$^{3\cdot0}$ 9. cup
10. boy
11. car
12. nail
13. pencil
14. wagon
15. sock
16. hammer
17. fish
18. duck$^{4\cdot0}$

Developmental Age: $^{1\cdot6}$ $^{2\cdot0}$ $^{3\cdot0}$ $^{4\cdot0}$
Notes:

F-7 137-41
F-7A

Articulation of Sounds:

INITIAL POSITION									FINAL POSITION					
Page C-137			Page C-138			Page C-139			Page C-140			Page C-141		
$^{4\cdot0}$p	b	m	$^{5\cdot0}$g	y	f	sh		ch	p	b	m	k	s	z
w	h	t	j	wh	s	$^{6\cdot0}$r	br	st	t	d	n	th	sh	l
d	n	k	z	v	th	sk	sp	tr$^{7\cdot0}$	g	$^{5\cdot0}$ng	f	ch	r$^{7\cdot0}$	

Developmental Age: $^{4\cdot0}$ $^{5\cdot0}$ $^{6\cdot0}$ $^{7\cdot0}$
Notes:

F-8 142
F-8

Repeats Numbers: $^{2\cdot0}$**2** (6-4 7-3) $^{2\cdot6}$**3** (3-2-5 2-8-7) $^{4\cdot0}$**4** (7-2-5-4 9-6-5-7) $^{6\cdot0}$**5**$^{7\cdot5}$ (6-1-8-3-9 5-9-3-1-8)

Developmental Age: $^{2\cdot0}$ $^{2\cdot6}$ $^{4\cdot0}$ $^{6\cdot0}$ $^{7\cdot5}$

F-9

Sentence Memory:
Repeats sentence of how many syllables: $^{1\cdot6}$2 $^{2\cdot0}$3-4 $^{3\cdot0}$5-6 $^{3\cdot6}$7-8 $^{4\cdot0}$9-10 $^{5\cdot0}$11-12$^{6\cdot0}$
Developmental Age: $^{1\cdot6}$ $^{2\cdot0}$ $^{3\cdot0}$ $^{3\cdot6}$ $^{4\cdot0}$ $^{5\cdot0}$ $^{6\cdot0}$
Notes:

F-10 145-6
F-10B

Singing:

$^{0\cdot6}$ 1. Tonation in voice.
$^{1\cdot0}$ 2. Listens to music and rhymes.
3. Spontaneously hums and sings syllables.
$^{2\cdot0}$ 4. Sings along with music, whether incoherent or off pitch.
5. Sings along with music coherently.
$^{2\cdot6}$ 6. Sings parts of songs spontaneously.
7. Participates in singing games.
8. Approximates correct pitch.
$^{3\cdot0}$ 9. Knows a few songs completely.
10. Physically interprets the mood of music.$^{4\cdot0}$

Developmental Age: $^{0\cdot6}$ $^{1\cdot0}$ $^{2\cdot0}$ $^{2\cdot6}$ $^{3\cdot0}$ $^{4\cdot0}$
Notes:

G. GENERAL KNOWLEDGE AND COMPREHENSION

G-1 149-50
G-1B:1
G-1B:2

Body Parts: A. Receptively:

$^{1\cdot6}$ 1. mouth
2. eyes
3. nose
4. feet
$^{2\cdot0}$ 5. hair
6. tongue
7. teeth
8. hand
9. ears
10. head
11. legs
12. arms
$^{3\cdot0}$13. fingers
14. thumb
15. toes
16. neck
17. stomach
18. chest
19. back
20. knee
21. chin
22. fingernails
$^{4\cdot0}$23. heel
24. elbow
25. ankle
$^{5\cdot0}$26. shoulder
27. jaw
28. hips
29. wrist
30. waist$^{6\cdot0}$

Developmental Age: 1·6 — 2·0 — 3·0 — 4·0 — 5·0 — 6·0

Notes:

G-1B:3
G-1B:4

B. Expressively:

$^{2\cdot0}$ 1. mouth
2. eyes
3. nose
4. feet
$^{2\cdot6}$ 5. hair
6. hand
7. ears
8. head
9. legs
10. arms
$^{3\cdot6}$11. fingers
12. thumb
13. toes
14. neck
15.stomach
16. chest
17. back
18. knee
19. chin
$^{4\cdot6}$20. heel
21. fingernails
22. elbow
23. ankle
$^{5\cdot6}$24. jaw
25. shoulder
26. hips
27. wrist
28. waist$^{7\cdot0}$

Developmental Age: 2·0 — 2·6 — 3·6 — 4·6 — 5·6 — 7·0

Notes:

G-2 152-3
G-2B:1
G-2B:2
G-2B:3

Colors:

1. Matches: $^{2\cdot6}$red blue green yellow $^{3\cdot0}$orange purple brown black pink gray white$^{4\cdot0}$
Developmental Age: 2·6 — 3·0 — 4·0

2. Points to when requested: $^{3\cdot0}$red blue green yellow $^{4\cdot0}$orange purple brown black pink gray white$^{6\cdot0}$
Developmental Age: 3·0 — 4·0 — 6·0

3. Names when pointed to: $^{4\cdot0}$red blue green yellow $^{5\cdot0}$orange purple brown black pink gray white$^{7\cdot0}$
Developmental Age: 4·0 — 5·0 — 7·0

Notes:

G-3 154-5
G-3B:1
G-3B:2
G-3B:3

Design Concepts:

1. Matches: $^{3\cdot0}$circle square $^{3\cdot6}$rectangle triangle diamond$^{5\cdot0}$
Developmental Age: 3·0 — 3·6 — 5·0

2. Points to when examiner names: $^{4\cdot0}$circle square rectangle triangle diamond$^{6\cdot0}$
Developmental Age: 4·0 — 6·0

3. Names when examiner points to: $^{5\cdot0}$circle square rectangle triangle diamond$^{7\cdot0}$
Developmental Age: 5·0 — 7·0

Notes:

G-4 156-7
G-4B

Time Concepts:

$^{3\cdot0}$ 1. today
2. last night
3. tonight
$^{4\cdot0}$ 4. yesterday
5. tomorrow
6. tomorrow night
$^{5\cdot0}$ 7. day before yesterday
8. day after tomorrow
9. morning
10. afternoon
$^{6\cdot0}$11. last week
12. next week
13. last year
14. next year$^{7\cdot0}$

Developmental Age: 3·0 — 4·0 — 5·0 — 6·0 — 7·0

Notes:

G. GENERAL KNOWLEDGE AND COMPREHENSION

G-5 158-60
G-5B

Quantitative Concepts:

Page C-158
$^{3\cdot0}$ 1. little/big
2. short/long
$^{4\cdot0}$ 3. tall/short
4. slow/fast

Page C-159
$^{5\cdot0}$ 5. few/many
6. empty/full
7. less/more
$^{6\cdot0}$ 8. thin/fat

Page C-160
9. thick/thin
10. narrow/wide
11. light/heavy
12. shallow/deep$^{7\cdot0}$

Developmental Age: $^{3\cdot0}$ —— $^{4\cdot0}$ —— $^{5\cdot0}$ —— $^{6\cdot0}$ —— $^{7\cdot0}$

Notes:

G-6 161-4
G-6D

Directional/Positional Concepts:

Page C-161
$^{3\cdot0}$ 1. up/down
2. out/in
$^{4\cdot0}$ 3. bottom/top
4. over/under
5. far/near
6. go/stop

Page C-162
$^{5\cdot0}$ 7. low/high
8. inside/outside
9. beginning/end
10. off/on
11. closed/open
12. above/below

Page C-163
13. forward/backward
14. away from/toward
15. center/corner
16. straight/crooked
17. through/around
18. going/coming

Page C-164
$^{6\cdot0}$19. front/back
20. right/left
21.right/left of others$^{7\cdot0}$
22. to/from
23. here/there$^{7\cdot0}$

Developmental Age: $^{3\cdot0}$ —— $^{4\cdot0}$ —— $^{5\cdot0}$ —— $^{6\cdot0}$ —— $^{7\cdot0}$

Notes:

G-7 166-7
G-7B

Sorts:

$^{3\cdot0}$**By Color:** red, blue, yellow
$^{4\cdot0}$**By Shape:** △ , ○ , □
$^{5\cdot0}$**By Size:** large , medium , small$^{6\cdot0}$

Developmental Age: $^{3\cdot0}$ —— $^{4\cdot0}$ —— $^{5\cdot0}$ —— $^{6\cdot0}$

Notes:

G-8 168
G-8

Weather:

Gives weather reports: $^{5\cdot3}$rainy sunny hot cold windy cloudy$^{6\cdot3}$

Developmental Age. $^{5\cdot3}$ —— $^{6\cdot3}$

Notes:

G-9 169-71
G-9C

Classifying:

Page C-169
$^{5\cdot0}$ 1. toys
2. writing instruments
3. numbers
4. people
5. things to read

Page C-170
$^{6\cdot0}$ 6. animals
7. clothes
8. colors
9. things to ride or travel in
10. tools
11. foods

Page C-171
12. dishes
13. furniture
14. designs
15. fruit
16.musical instruments
17.vegetables$^{7\cdot0}$

Developmental Age: $^{5\cdot0}$ —— $^{6\cdot0}$ —— $^{7\cdot0}$

Notes:

G. GENERAL KNOWLEDGE AND COMPREHENSION

G-10 172-3
G-10

Knows What To Do In Different Situations: "What do you do when you ________?":

3·0 1. are hungry
2. are sleepy
3. are cold
4. cut your finger

4·0 5. are sick
6. see your hands are dirty
7. want to go into a room that is dark

5·0 8. see you shoe is untied
9. want to go outside and it is raining
10. see a fire

6·0 11. break something that belongs to someone else
12. are offered candy by a stranger$^{7\cdot 0}$

Developmental Age: 3·0 — 4·0 — 5·0 — 6·0 — 7·0

Notes:

G-11 174-6
G-11C

Knows Use of Objects: "Why do we have ________?":

Page C-174
3·0 1. beds 2. houses 3. dishes
4. stoves 5. coats 6. pans

Page C-175
4·0 7. books 8. chairs 9. cars
10. lights 11. telephones 12. pencils

Page C-176
5·0 13. scissors 14. keys 15. refrigerators
16. airplanes 17. clocks 18. locks$^{7\cdot 0}$

Developmental Age: 3·0 — 4·0 — 5·0 — 6·0 — 7·0

Notes:

G-12 177-8
G-12

Knows Function of Community Helpers: "Why do we have ________?:

Page C-177
5·3 1. doctors 2. nurses 3. firefighters
4. police 5. mail carriers 6. dentists

Page C-178
6·3 7. teachers 8. farmers 9. mechanics
10. carpenters 11. painters 12. grocers$^{7\cdot 0}$

Developmental Age: 5·3 — 6·3 — 7·0

Notes:

G-13 179-80
G-13B

Knows Where To Go For Services: "Where do we go when we ________?":

5·3 1. are very sick
2. want to buy candy
3. want to buy milk
4. want to see animals like tigers and bears
5. want to buy clothes
6. want to buy medicine

6·3 7. want to borrow a book
8. want to buy stamps for a letter
9. need a haircut
10. need to wash clothes
11. want our car repaired
12. need some clothes dry cleaned$^{7\cdot 0}$

Developmental Age: 5·3 — 6·3 — 7·0

Notes:

H. READINESS

H-1 184-6
H-1C

Responses to and Experience with Books:

$^{1-6}$ 1. Turns book right-side-up.
2. Turns several pages at once.
3. Looks selectively at pictures.
$^{2-0}$ 4. Turns pages individually.
5. Points to and names simple pictures.
6. Is interested in "read-to-me" books.
7. Wants to hear the same story repeated. books.
8. Describes actions depicted in pictures.
9. Takes part in reading by "filling in" words and phrases.
$^{3-0}$10. Gains information from books about real things.
$^{4-0}$11. Tries to read books from memory.
12. Is interested in different kinds of stories.
13. Likes to follow along in book being read.
$^{5-0}$14. Attempts to read by looking at pictures.
15. Reads some words by sight.
$^{6-0}$16. Tries to read words with word attack skills.
17. Reads simple stories aloud.
18. Knows fantasy from reality in stories.$^{7-0}$

Developmental Age: 1-6 2-0 3-0 4-0 5-0 6-0 7-0

Notes:

H-2 187-9
H-2C:1
H-2C:2

Visual Discrimination:

1. Discriminates between two like or different symbols: $^{5-3}$Designs Upper case letters Page C-187 $^{5-9}$Lower case letters Words$^{6-3}$
2. Determines which of three symbols is different: $^{6-3}$Designs Page C-188 Upper case letters | $^{6-6}$Lower case letters Page C-189 Words$^{7-0}$

Developmental Age: 5-3 5-9 6-3 6-6 7-0

Notes:

H-3 190-1
H-3A

Recites Alphabet: (Circle all letters prior to the first mistake.)

$^{5-3}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{5-9}$

Developmental Age: 5-3 5-9

Notes:

H-4 192-3
H-4B:1
H-4B:2
H-4B:3

Upper Case Letters:

Page C-192 Page C-193

1. Matches: $^{5-3}$A B C D E F G H I J K L M N O P Q R S T U V W X Y Z$^{5-6}$
2. Points to when examiner names: $^{5-6}$A B C D E F G H I J K L M N O P Q R S T U V W X Y Z$^{5-9}$
3. Names when examiner points: $^{5-9}$A B C D E F G H I J K L M N O P Q R S T U V W X Y Z$^{6-3}$

Developmental Age: 5-3 5-6 5-9 6-3

Notes:

H-5 194-5
H-5B:1
H-5B:2

Lower Case Letters:

Page C-194 Page C-195

1. Matches: $^{5-3}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{5-6}$
2. Points to when examiner names: $^{5-6}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{5-9}$

Developmental Age: 5-3 5-6 5-9 6

I. BASIC READING SKILLS

I-1 I-1	200-1	**Auditory Discrimination:** $^{5\cdot3}$m b h j g r s d n f c (k) p l t y w z v k q c (s)$^{6\cdot0}$ a e i o u$^{6\cdot3}$ Developmental Age: $^{5\cdot3}$ ——— $^{6\cdot0}$ ——— $^{6\cdot3}$ Notes:
I-2 I-2	202-5	**Initial Consonants With Pictures:** Page C-202: $^{6\cdot3}$m b h / j g r Page C-203: s d n / f c p Page C-204: l t y / w z v Page C-205: k wh sh / th ch tr$^{7\cdot0}$ Developmental Age: $^{6\cdot3}$ ——— $^{7\cdot0}$
I-3 I-3	206	**Initial Consonants Visually:** $^{6\cdot3}$m b h j g r s d n f c (k) p l t y w z v k q c (s)$^{7\cdot0}$ Developmental Age: $^{6\cdot3}$ ——— $^{7\cdot0}$
I-4 I-4B	207-8	**Initial Consonants Auditorily:** $^{6\cdot3}$m b h j r s d n f c (k) p l t y w z v k q c (s)$^{7\cdot0}$ Developmental Age: $^{6\cdot3}$ ——— $^{7\cdot0}$
I-5 I-5	209	**Vowels:** Recites when requested: $^{6\cdot6}$a e i o u$^{7\cdot0}$ Developmental Age: $^{6\cdot6}$ ——— $^{7\cdot0}$
I-6 I-6	209	**Short Vowel Sounds:** $^{6\cdot6}$a e i o u single vowel rule$^{7\cdot0}$ Developmental Age: $^{6\cdot6}$ ——— $^{7\cdot0}$
I-7 I-7A I-7B	210	**Long Vowel Sounds: A.** $^{6\cdot6}$a e i o u final *e* ________; **B.** a e i o u double vowel ________ $^{7\cdot0}$ Developmental Age: $^{6\cdot6}$ ——— $^{7\cdot0}$ Notes:
I-8 I-8	211	**Reads Color Words:** $^{6\cdot3}$red blue green yellow orange purple brown black pink gray white$^{7\cdot0}$ Developmental Age: $^{6\cdot3}$ ——— $^{7\cdot0}$
I-9 I-9	212	**Reads Number Words:** $^{6\cdot3}$one four two three six ten five nine seven eight$^{7\cdot0}$ Developmental Age: $^{6\cdot3}$ ——— $^{7\cdot0}$
I-10 I-10	213	**Reads Common Signs:** $^{5\cdot3}$GO STOP IN OUT BOYS GIRLS EXIT ENTER$^{6\cdot3}$ MEN WOMEN LADIES POISON WALK WAIT CAUTION DANGER$^{7\cdot0}$ Developmental Age: $^{5\cdot3}$ ——— $^{6\cdot3}$ ——— $^{7\cdot0}$ Notes:
I-11 I-11A I-11B I-11C, I-11D	214-7	**Reads Comfortably At What Grade Level?:** $^{6\cdot3}$Pre-primer Primer First$^{7\cdot0}$ Second$^{7\cdot9}$ Developmental Age: $^{6\cdot3}$ ——— $^{7\cdot0}$ ——— $^{7\cdot9}$ Notes:

J. MANUSCRIPT WRITING

J-1 J-1	220-1	**Prints Personal Data:** $^{5-3}$first name last name$^{6-3}$ age phone number middle name address$^{7-0}$ Developmental Age: $^{5-3}$ — $^{6-3}$ — $^{7-0}$
J-2 J-2	222	**Prints Upper Case Letters Sequentially:** $^{5-6}$A B C D E F G H I J K L M N O P Q R S T U V W X Y Z$^{6-6}$ Developmental Age: $^{5-6}$ — $^{6-6}$
J-3 J-3	222	**Prints Lower Case Letters Sequentially:** $^{5-6}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{6-6}$ Developmental Age: $^{5-6}$ — $^{6-6}$ Notes:
J-4 J-4	224	**Prints Upper Case Letters Dictated:** $^{6-6}$O A D G Q B P C E L T I F J N M R H U V W Y X Z K S$^{7-0}$ Developmental Age: $^{6-6}$ — $^{7-0}$
J-5 J-5	224	**Prints Lower Case Letters Dictated:** $^{6-6}$o a d g q b p c e l t i f j n m r h u v w y x z k s$^{7-0}$ Developmental Age: $^{6-6}$ — $^{7-0}$ Notes:
J-6 J-6	225	**Prints Simple Sentences:** How many?: $^{6-6}$1 2 3 4$^{7-0}$ Developmental Age: $^{6-6}$ — $^{7-0}$
J-7 J-7B	226-8	**Quality of Manuscript Writing:** Has appropriate: $^{5-6}$slant size space formation alignment$^{7-0}$ Developmental Age: $^{5-6}$ — $^{7-0}$ Notes:

K. MATH

K-1 K-1	232	**Number Concepts:** $^{1-6}$**1.** One more $^{2-6}$**2.** Just one **3.** Counts: $^{3-0}$1 2 3$^{4-0}$ 4 5 6 7$^{6-0}$ 10$^{6-6}$ Developmental Age: $^{1-6}$ — $^{2-6}$ — $^{3-0}$ — $^{4-0}$ — $^{6-0}$ — $^{6-6}$ Notes:
K-2 K-2	233	**Counts by Rote to:** $^{5-3}$5 10 20$^{6-3}$ 30 40 50 60 70 80 90 100$^{7-0}$ Developmental Age: $^{5-3}$ — $^{6-3}$ — $^{7-0}$
K-3 K-3	233	**Reads Numerals:** Recognizes numerals to: $^{5-3}$5 10 20$^{6-3}$ 40 60 80 100$^{7-0}$ Developmental Age: $^{5-3}$ — $^{6-3}$ — $^{7-0}$
K-4 K-4	234	**Numeral Comprehension:** Matches quantity with symbol: $^{6-3}$1 2 3 4 5 6 7 8 9 10$^{7-0}$ Developmental Age: $^{6-3}$ — $^{7-0}$
K-5 K-5	235	**Ordinal Position:** Understands: $^{5-3}$first last second$^{6-3}$ middle third fourth fifth$^{7-0}$ Developmental Age: $^{5-3}$ — $^{6-3}$ — $^{7-0}$

K. MATH

K-6 K-6	235	**Numerals In Sequence:** (Circle all numerals prior to the first mistake.) Writes numerals sequentially to: $^{6\text{-}3}$3 5 10 20 30 40 50 60 70 80 90 100$^{7\text{-}0}$ Developmental Age: 6-3 —— 7-0 Notes:
K-7 K-7	236	**Writes Following And Preceding Numerals:** A. Writes numeral following: $^{6\text{-}3}$2 3 1 4 6 5 8 10 9 7 12 11$^{7\text{-}0}$ Developmental Age: 6-3 —— 7-0 B. Writes numeral preceding: $^{6\text{-}3}$2 3 1 4 6 5 8 10 9 7 12 11$^{7\text{-}0}$ Developmental Age: 6-3 —— 7-0 Notes:
K-8 K-8	236	**Writes Numerals Dictated:** On request, writes numerals as dictated to: $^{6\text{-}3}$5 10 20 40 60 80 100$^{7\text{-}0}$ Developmental Age: 6-3 —— 7-0 Notes:
K-9B K-9B:1 K-9B:2	237-8	**Addition Combinations:** Knows sums to: $^{6\text{-}3}$6 8 10 12 14 16 18$^{7\text{-}0}$ Developmental Age: 6-3 —— 7-0 Notes:
K-10 K-10	239	**Subtraction Combinations:** Knows subtraction combinations with minuends to: $^{6\text{-}3}$4 6 8 10$^{7\text{-}0}$ Developmental Age: 6-3 —— 7-0 Notes:
K-11 K-11A K-11B	240	**Recognition of Money:** A. By name: $^{5\text{-}0}$penny nickel dime $^{6\text{-}0}$quarter half-dollar dollar$^{7\text{-}0}$ Developmental Age: 5-0 —— 6-0 —— 7-0 B. By value: $^{5\text{-}0}$penny nickel dime $^{6\text{-}0}$quarter half-dollar dollar$^{7\text{-}0}$ Developmental Age: 5-0 —— 6-0 —— 7-0 Notes:
K-12 K-12	241-5	**Time:** $^{3\text{-}6}$ 1. Knows the part of the day for specific daily actitivities. $^{4\text{-}0}$ 2. Sequences five daily activities and tells time of day for each. 3. Discriminates between little and big hand on clock. 4. Knows the position of the hands on the clock for daily activities. 5. Knows the direction in which the clock hands turn. $^{6\text{-}0}$ 6. Indentifies numerals on the clock face. 7. Distinguishes two clock hands. 8. Tells time to the hour. 9. Tells time to the half-hour. 10. Tells time to the quarter-hour.$^{7\text{-}0}$ Developmental Age: 3-6 —— 4-0 —— 6-0 —— 7-0 Notes:

EC112326

BRIGANCE™ Diagnostic

INVENTORY OF EARLY DEVELOPMENT

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INTRODUCTION

PURPOSE

The *Inventory of Early Development* was designed to be used in programs for infants and children below the developmental level of seven years. This *Inventory* functions in the following ways:

1. **as an assessment instrument, it**
   a. determines the developmental or performance level of the infant or child.
   b. identifies areas of strengths and weaknesses.
   c. identifies instructional objectives at the child's level of development which are needed to guide the growth of the child.
   d. obtains assessment data which can be used with other data to support a referral or diagnosis.

2. **as an instructional guide** with objectives stated in functional and measurable terms.

3. **as a record-keeping tracking system** which is on-going, specific, graphic and easily interpreted.

4. **as a tool for developing and communicating an individualized education program** which best meets the needs of the child.

5. **as a resource for training parents and professionals** in child growth and development.

In summary, the *Inventory*
- brings together child growth, child development, early childhood curriculum and assessment.
- simplifies and combines the processes of assessing, diagnosing, record-keeping and instructional planning.

FEATURES

THE *BRIGANCE™ DIAGNOSTIC INVENTORY OF EARLY DEVELOPMENT*. . .

1. **IS COMPREHENSIVE.** The *Inventory* includes 98 skill sequences, from birth through the developmental age of six years, for the following areas: psychomotor, self-help, speech and language, general knowledge and comprehension, and early academic skills *(see the Table of Contents and Developmental Record Book)*.

2. **IS CRITERION-REFERENCED.** The *Inventory* is based on observable functions, sequenced by task analysis, correlated with child development and curriculum objectives, and can be applied directly to individualizing instruction *(see pages 21-23, 118, and 126-127 for examples)*.

3. **IS NORMATIVE-REFERENCED.** In the *Inventory*, all skills of a developmental nature are given developmental sequence. These ages were validated from several resources that list normative data. The developmental ages are referenced to a consensus of the texts in which age norms are published *(see examples on pages 126-7. See Appendix B, pages 250-1, for an explanantion of the referencing and sequencing)*.

4. **IS WELL-RESEARCHED AND REFERENCED.** In establishing and validating the skill sequences and developmental ages, many professional materials have been examined and cited, and have proven useful in developing the *Inventory (see Bibliography and Appendix B, pages 246-7, 250-1)*.

5. **HAS A FORMAT WHICH IS EASY TO FOLLOW.** When the *Inventory* is opened to an assessment procedure, the printed material for the examiner is in correct position for reading and the visual material is facing the child *(see page illustration on page vi and pages C-213 and 213 for an example)*.

6. **IS AN ASSESSMENT INSTRUMENT WHICH DOES NOT REQUIRE RIGID ADMINISTRATION PROCEDURES.** A variety of assessment methods may be used or adapted to accommodate each testing situation *(see pages 25-26 and ASSESSMENT METHODS in each assessment procedure for examples of options)*.

7. **DOES NOT REQUIRE SPECIALIZED TRAINING IN TESTING.** The assessment procedures are simplified. Complex statistical procedures are *not* required for deriving and interpreting the results. Many of the assessment procedures can be done by a paraprofessional with professional supervision.

8. **DOES NOT REQUIRE SPECIALIZED MATERIALS.** Materials used should be familiar to the child, and commonly found at home or in school *(see Note 4 on page 82, and MATERIALS in each assessment procedure)*.

9. **SIMPLIFIES AND INTEGRATES THE PROCESSES OF ASSESSING/DIAGNOSING, RECORD-KEEPING AND INSTRUCTIONAL PLANNING** *(see pages vii and viii)*.

10. **OFFERS A RECORD-KEEPING SYSTEM WHICH IS EFFICIENT, SPECIFIC AND EASILY INTERPRETED** *(see pages vii and viii)*.

11. **HAS BEEN FIELD-TESTED AND CRITIQUED.** The field-test edition was used and critiqued by more than 100 professionals from a wide variety of disciplines in different types of programs in 16 states. Their evaluations were incorporated into this edition *(see Appendix A, pages 248-9)*.

12. **WAS DESIGNED TO MEET P.L. 94-142 REQUIREMENTS.** The *Inventory* assesses skills in all areas required by P.L. 94-142. It identifies the present level of performance, yields results easily interpreted to parents, and lists objectives for the IEP *(see Appendix C, pages 252-3)*.

GENERAL DIRECTIONS FOR ASSESSMENT PROCEDURES

1. **SELECT THE SKILL SEQUENCES TO BE ASSESSED.** The *Inventory* is too comprehensive to be administered in its entirety. It is designed to allow you to choose from nearly one hundred skill sequences, those which you anticipate will be most helpful in meeting different needs and purposes—assessing development, instructional planning, identifying learning problems, etc. Thus, you should consider the reasons for the assessment in order to select appropriate skill sequences.

   For program-wide use, the staff may need to select certain skill sequences for assessing and tracking all pupils.

2. **SELECT THE MOST APPROPRIATE SKILL LEVEL WITHIN THE SEQUENCE.** Many skill sequences span a developmental range of several years. Thus, in most cases you will not need to plan to assess all skills within the sequence. Select the developmental level you believe will be the best on which to start the assessment. For example, if observations and data such as age suggest the child is about 3 years of age developmentally, it would be proper to begin the assessment for skills of the developmental range of 2 to 3 years. Skills which are within the 2-to-3 year age range are listed in months between the developmental ages 2·0 and 3·0 in the skill sequence *(see items g and h on page viii regarding skills 9-11 in the skill sequence).* The developmental ages have also been included in the **Skill** and **Directions** sections of the assessment procedures in the *Inventory* when appropriate *(see items 2 and 12 on page vi).*

   After initiating the assessment at the skill level which you think appropriate, assess skills at a higher or lower skill level to validate your choice.

3. **SELECT THE BEST ASSESSMENT METHOD.** Different assessment methods should be used to assess various skills in different situations. The *Inventory* offers a wide range of possibilities; for example parent interview, observations, formal and informal procedures. Different assessment methods are discussed in the introduction for each skill area *(see page 26 for an example).*

   Evaluate each method to decide which procedure in your particular situation will yield meaningful assessment data.

4. **FOLLOW THE ASSESSMENT PROCEDURES—ADAPT IF APPROPRIATE.** The format of the assessment procedure is designed for easy use. When the *Inventory* is opened to an assessment procedure and placed between you and the child *(as illustrated on page vi)*, it is in the correct position for use, assuming there is printed material for the child.

   Specific guidance is given in the assessment procedure for assessing skills. The format illustrated on page vi was followed as consistently as possible and appropriate in developing and printing the assessment procedures.

   The most valid assessment of skills is sometimes obtained by altering assessment procedures.

   Children frequently fail to perform a task they can perform well because they do not understand the direction, because of handicaps, language problems, or lack of familiarity with the materials. When in your opinion the child is not performing a task because of the rigidity in the assessment procedures, adaptations are recommended that do not involve "coaching." If adaptations provide a more valid assessment of particular skills, use them, since the *Inventory* is not a norm-referenced test.

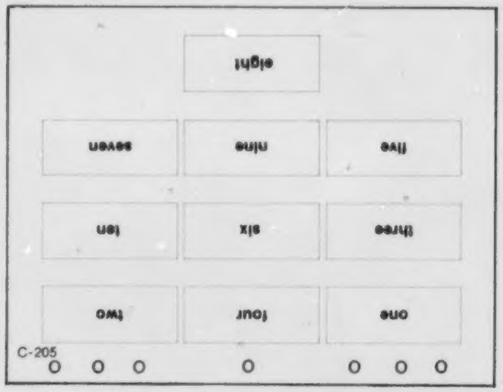
5. **RECORD THE ASSESSMENT DATA.** As the assessment is made, record the information in the *Developmental Record Book* or the *Group Record Book (see pages vii and viii for illustrations and explanations of recording procedures).*

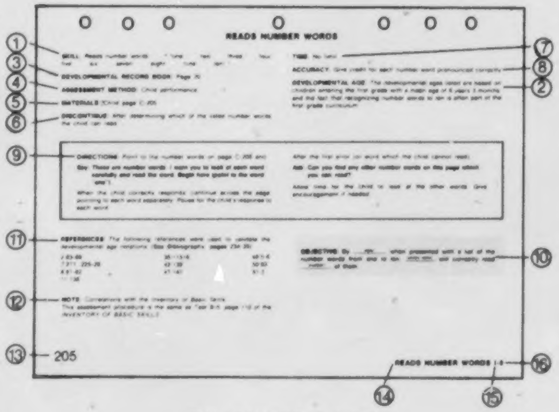
MODEL OF FORMAT FOR AN ASSESSMENT PROCEDURE WITH A CHILD PAGE

1. **SKILL:** A general statement of the skill being assessed. When appropriate, the skill sequence in the *Developmental Record Book* is also listed.
2. **DEVELOPMENTAL AGE NOTATION:** The numbers preceding a sequence indicate the year and month the child usually begins to learn or master that skill. Those following indicate when mastery is usually accomplished. Example: for $^{4-7}$, read 4 years and 7 months developmental age.

   In addition, the developmental ages are explained or discussed in a separate note where necessary.
3. **DEVELOPMENTAL RECORD BOOK:** The page on which this skill is listed in the *Developmental Record Book.*
4. **ASSESSMENT METHODS:** The means recommended for assessing.
5. **MATERIALS:** Materials which are needed for the assessment.
6. **DISCONTINUE:** Indicates the number of items the child may fail before you discontinue the assessment of skills in this sequence.
7. **TIME:** Time limits suggested for the child's response.
8. **ACCURACY:** Explanation of scoring criteria.
9. **DIRECTIONS:** The recommended directions for assessing the skills sequence. Recommended phrasing of instructions or questions is clearly labeled, indented and printed in bold face type.
10. **OBJECTIVE:** The objective for the skills being assessed is stated, and is a valuable resource for developing individualized education programs (IEP's).

CHILD PAGE
(Oriented for the child facing the examiner.)





EXAMINER PAGE

NOTES ON CHILD PAGE:

a. You have the publisher's permission to reproduce the child pages in the *Inventory* for non-profit educational purposes.

b. Some child pages have been designed for copying and cutting so you can present items individually.

c. Screen part of the page if the child finds a whole page visually confusing.

d. You may cover the child's page with acetate to prevent soiling and to make it possible to use an acetate marker.

e. All child pages are designated with a "C" preceding the number, which corresponds to the facing examiner page.

11. **REFERENCES:** the numbers listed correspond to the sources used to establish and validate the skill sequences and developmental ages. References are found in the *Bibliography* on page 246-7.
12. **NOTES:** Helpful notes on observations, resources or diagnosing are listed here.
13. Examiner's page number.
14. Skill assessed.
15. The first letter, "I," indicates the section, where all basic reading skills are located.
16. This number indicates the ninth of the skills sequenced in the basic reading section of the *Inventory.*

DIRECTIONS FOR RECORDING RESULTS AND IDENTIFYING OBJECTIVES

COLOR-CODING: Record assessment data in the *Developmental Record Book (DRB)* by using a color-code to develop an on-going, graphic, specific and easily interpreted record. Color-coding consists of using different-colored pencils or pens to identify the skills and objectives at each time of evaluation. As indicated on page 1 of the *DRB*, record the assessment in pencil. Use a blue pen to identify objectives for the second instructional period and to record data for that assessment. Use a red pen for the third assessment. *(See the illustration on page viii and/or "Recording Procedures and Color-Code" on page 1 of the DRB.)*

CIRCLE SKILLS DEMONSTRATED: The recording system is not time-consuming. Designate each skill the child masters by circling the skill or its number in the skill sequence found in the *DRB*. Use a colored pencil or pen as explained above. Do not mark skills attempted but not achieved.

If the child does not perform a skill, do not circle it. However, it may be helpful to make some notation for later reference and/or indicate that the skill was assessed. You may wish to underline the skill or make a notation before it, such as no, to indicate the skill was not performed. *(See item i on page viii for an illustration.)*

For various reasons, some skills will be skipped or omitted. It may be well to make a notation, such as DNA to indicate you did not administer the assessment procedures for the skill. *(See item b and notations before skills 1—6 on page viii.)*

NOTES: Space is provided in the *Developmental Record Book* for your notes, observations, types of response, or other information.

GRAPH: Some skill sequences in the *DRB* have a horizontal bar graph underneath them so the developmental age can be graphed in an appropriate color. This is optional. *(See items d and e on page viii for explanations and illustration.)*

UNDERLINE OBJECTIVES WITH COLOR TO BE USED FOR THE NEXT ASSESSMENT: Following the assessment of skills in a skills sequence, use the recorded information as baseline data in developing an individualized education program (IEP). The skills immediately following those mastered, and which have been circled in the skill sequence in the *DRB*, are the logical skills to be developed during the next instructional period—providing disabilities do not impose limitations.

These instructional objectives or skills are identified by underlining them or their numbers in the sequence. Use a pen of the color designated for recording the next assessment. *(See skills 13 and 14 in the illustration on page viii.)*

INTERPRET THE RECORD: After the color code described above has been used to develop a record such as the one illustrated on page xii, it can be interpreted easily. Following the color code, one can interpret the record to determine:

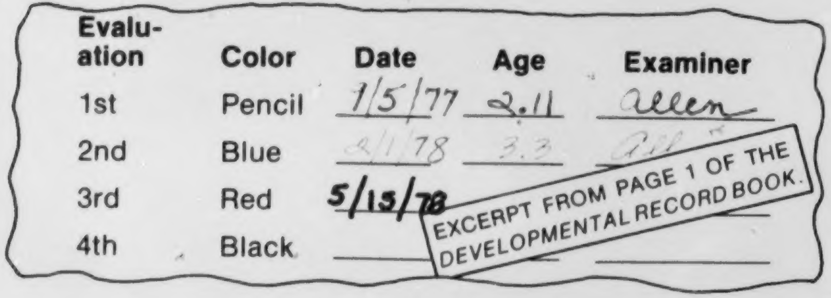
1. the child's performance level when first assessed,
2. the progress (skills mastered) since the first assessment, and
3. the objectives the teacher or others hope to accomplish/achieve during the next instructional period.

For example, the record on page viii would be interpreted as follows:

- a. The child performed skills 7-10 when he/she entered the program in September;
- b. has achieved skills 11 and 12 between September and February, and
- c. the teacher anticipates he/she will master skills 13—14 by May 15, 1980.

ILLUSTRATION OF THE RECORD-KEEPING SYSTEM

Excerpts from the *Developmental Record Book* are printed below to demonstrate the color-coding, record keeping system.



Evaluation	Color	Date	Age	Examiner
1st	Pencil	1/5/77	2.11	allen
2nd	Blue	2/1/78	3.3	All
3rd	Red	5/15/78		
4th	Black			

EXCERPT FROM PAGE 1 OF THE DEVELOPMENTAL RECORD BOOK.

1

Assessment data for September 5, 1977 is recorded in pencil (see skills 7-10 below). = pencil
Objectives set for February 1, 1978 are underlined in blue. = blue
Skills (Objectives) demonstrated February 1, 1978 are circled in blue (see skills 11 and 12 below). = blue
Objectives to be achieved by May 15, 1978 are underlined in red (see skills 13 and 14 below). = red

2

Assessment procedure letter and number.

3

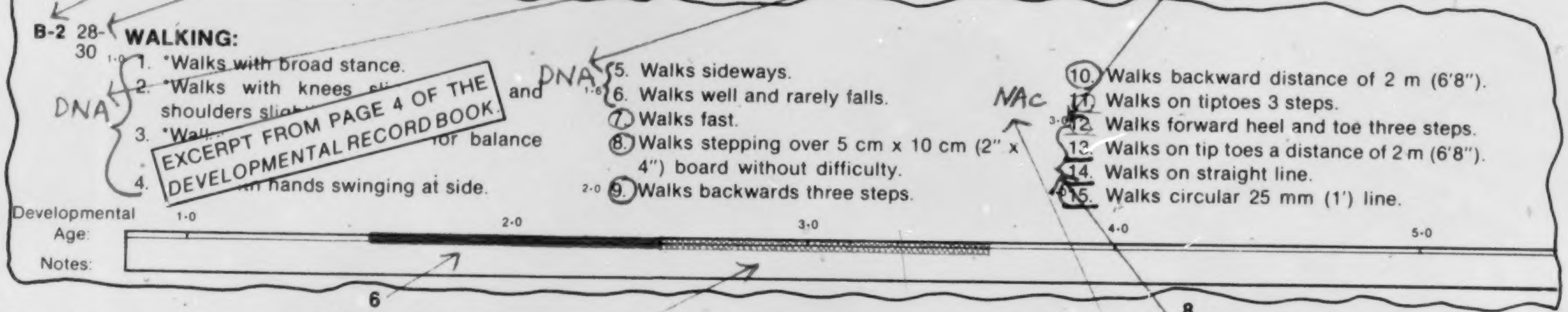
Pages in the *Inventory* which assess this skill sequence.

4

"Did not administer" (DNA) 9/5/77, as these skills were obviously below the child's developmental level.

5

Developmental age notation: for 3·0 read 3 years 0 months.



B-2 28-30 **WALKING:**

DNA
- 1·0 1. *Walks with broad stance.
- 2. *Walks with knees sli... and shoulders slig...
- 3. *Wal... for balance
- 4. ... hands swinging at side.

DNA
- 5. Walks sideways.
- 1·6 6. Walks well and rarely falls.
- 7. Walks fast.
- 8. Walks stepping over 5 cm x 10 cm (2" x 4") board without difficulty.
- 2·0 9. Walks backwards three steps.
- 10. Walks backward distance of 2 m (6'8").

NAc
- 11. Walks on tiptoes 3 steps.
- 3·0 12. Walks forward heel and toe three steps.
- 13. Walks on tip toes a distance of 2 m (6'8").
- 14. Walks on straight line.
- 15. Walks circular 25 mm (1') line.

EXCERPT FROM PAGE 4 OF THE DEVELOPMENTAL RECORD BOOK.

6

The developmental level for 9/5/77 is graphed in pencil to two thirds of the distance between the two and three-year level. The child demonstrated two of the three skills (9 and 10) between the two- and three-year developmental age notations.

7

The developmental level for 2/1/78 is graphed in blue to one third of the distance between the three and four-year levels. The child demonstrated one of the three skills between the three and four-year developmental ages.

8

Skills which usually develop in the three to four-year age range.

9

"Not Achieved"—The child had not achieved this skill on September 5, 1977.

RECOMMENDATIONS FOR MORE EFFECTIVE USE OF THE *INVENTORY*

DO	DO NOT
1. Select the sections of skill sequences you feel will provide the essential information for program-planning to meet the child's needs.	Don't use all parts of the *Inventory* with any one child. The *Inventory* has a comprehensive design that makes it possible to assess any child within its broad ranges.
2. Adapt the *Inventory* for meeting and better accommodating program and individual child needs.	Don't assume that effective use of the *Inventory* prohibits adaptations.
3. Coordinators using the *Inventory* program-wide should coordinate adaptations. All personnel should adopt similar changes.	Don't encourage excessive teacher flexibility to permit "a do your own thing" program approach.
4. Initiate the assessment at a level in the skill sequence that promotes child success and comfort.	Don't initiate or continue the assessment at a level that frustrates the child.
5. Write, if you did not administer, "DNA" for any skills obviously below the comfortable functioning level of the child.	Don't spend time assessing skills which are below the child's level.
6. Demonstrate motor skills, when helpful, while giving directions.	Don't base evaluation of motor skills on the child's ability to hear and follow verbal directions.
7. Rephrase verbal directions if it helps to elicit the skills or behaviors being assessed.	Don't coach, but be prepared to reword the directions if the child has difficulty because of the vocabulary or form of the direction.
8. Check for consistency between tasks performed at home and in school.	Don't assume a child's performance will always be the same regardless of the time or situation.

9. When you are in doubt about the child's mastery of a particular skill, do make note of the possible need for more practice, maturation, or instruction.	Don't give credit for a skill without adequate evidence of mastery.
10. Confirm questionable information by observation of the skill, using assessment procedures.	Don't assume information from the parents is always accurate.
11. Space the assessment procedures over a period of time appropriate to the child's age and attention span.	Don't conduct assessment procedures for long periods of time when the child is not alert.
12. When a view of the entire page creates focusing difficulties, screen part of the child page or cut up a copy of the child's page so that the items can be presented individually.	Don't assume failure on a skill if you feel that the number of tasks on the page has caused confusion and inability to focus attention.
13. Call the child by his/her preferred name.	Don't refer to the child by any name other than the preferred name.
14. Use your discretion to adapt the methods of assessment procedures in the interest of obtaining the most efficient and valid results.	Don't waste time making individual assessments if observation or group administration will achieve similar results.
15. Use the *Inventory* for parent education purposes if it meets program needs and if a competent leader is available.	Don't use the *Inventory* for parent education purposes without discretion and proper leadership.
16. Use tact and professional judgement in sharing assessment data with parents.	Don't volunteer assessment data before evaluating possible parental reaction.
17. Identify instructional objectives which are appropriate to developmental levels and which meet the greatest needs of children and parents.	Don't assume the same objectives will always satisfy the needs of all parents and children.
18. Use resource materials with which you have confidence and competencies, and which match the learning styles of the child, but which are readily available and familiar.	Don't hesitate to adapt or substitute material.
19. Teach the skills assessed by the *Inventory* which meet individual needs.	Don't promote "parroting" of correct responses. Teach for real meaning.

QUESTIONS FREQUENTLY ASKED ABOUT *INVENTORY* USE

1. **What factors determine the amount of time needed to use the *Inventory*?**

   a. The number of skills used in the assessment
   b. The number of skills assessed by observations
   c. The number of skill sequences adapted for group administration
   d. The skill range (the wider the skill range, the more time required)
   e. The developmental level (the higher the skill level, the more skills to be assessed)
   f. The existence of a handicap or distraction which may necessitate adaptations in assessment materials and procedures

2. **What specialized materials are required?**
   None. Common household or school materials can be used.

3. **Will test results be valid if assessment procedures are not followed rigidly or if adaptations are made?**
   Yes. When using the *Inventory*, the primary concern should be to answer one basic question: "Can the child perform the skill well or is more maturity, remediation, review, practice, etc. needed?" Adapting the assessment procedures to the individual child may be the only way to obtain a valid answer to this question.

   The *Inventory*, a criterion-referenced test, does not require the rigid administration procedures usually used in comparing children. The *Inventory* is designed primarily for assessing performance and for creating individualized educational plans.

4. **Is the same *Inventory* used for both pre-test and post-test?**
   Yes. There is no need for two forms of the same test with a criterion-referenced test like the *Inventory*. However, if you feel that the results of the post-test are invalid because of "over-exposure," i.e., the exposure to the test items in the pre-test, one or both of the following alternatives may be appropriate:

   a. Use a different assessment procedure for the pre-test and post-test. The *Inventory* presents and permits alternate assessment procedures for many of the skill sequences.
   b. Change the sequence in which the items are presented (e.g., Request or present the color blue before the color red if red was requested before blue in the post-test).

5. **Who may be involved in using the *Inventory*?**
   Ideally, personnel trained in child growth and development, assessment and early childhood curriculum planning should supervise the use of the *Inventory*. Parents and paraprofessionals, however, can provide much assistance.

(Continued on page xii)

Continued

6. Do all children develop according to the skill sequences and developmental ages found in the *Inventory* and *Developmental Record Book*?

No. Each child's developmental rate and pattern is unique. The skill sequences and developmental ages are based on a consensus of data found in the references listed on pages 246 and 247.

Developmental ages are included to:

a. provide guidance in selecting the appropriate skill level at which to begin the assessment,
b. help interpret the results in relation to developmental age levels,
c. help determine what instructional objectives are most appropriate.

Interpret the developmental ages with some flexibility, and use them only as guidelines. Children vary because of:

a. differences in sex maturation,
b. cultural differences,
c. differences in rates and patterns of development.

7. How frequently should I assess when using the *Inventory* in my school programs?

The time between assessments of the child can vary, and is not prescribed by the *Inventory*. These periods are usually determined by program policy, and frequently coincide with parental conferences, term conclusion, or other factors. Informal assessment, however, should occur daily.

8. What factors determine how many instructional objectives should be established for each child during the next instructional period?

Professional personnel and parents should consider the factors listed below in determining the number and priorities of instructional objectives for the next period of time:

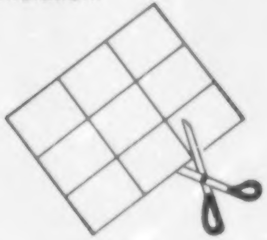
a. length of the next instructional period,
b. discrepancy between the child's present level of performance and the anticipated level of performance based on data such as I.Q. scores, developmental ages, etc.,
c. the orientation and quality of the school program,
d. types and degrees of handicaps,
e. parental concerns and expectations,
f. environmental factors especially in the home and at school.

METHODS OF PRESENTING THE VISUAL MATERIALS

Use the method which best accommodates each respective testing situation: The visual materials on the child pages will most frequently be presented as they are on page vi. However, the *Inventory* has been developed so other options or methods can be used. The method used should be the one which best accommodates the needs of the child and the respective testing situtation. Several options are discussed in the following sections.

Reproduce copies: In order to better accommodate different testing situations and the needs of some children, the publisher grants permission to reproduce copies of visual materials on the child pages for non-profit testing purposes. This includes only the pages with the "C" before the page number. Reproducing copies of the child pages will permit the visual materials to be presented by some of the methods discussed below.

Cut copies so items can be presented one at a time: The format of the child pages has been organized so items can be cut apart and presented one at a time. Cutting apart the items on a page will be most helpful and appropriate for the small child who has difficulty focusing on a task or finds the entire page to be too much visual stimulation.



Cut copies of the child pages so the items can be presented one at a time.

Examples for which this method would be appropriate are listed below:

C72
C79
C80
C135
C136
C137—C141
C158—C160
C236—C239

Copies for group administration: Some of the assessments may be adapted for group administration when each child is given a copy of the child page. Examples for which this method would be appropriate are listed below:

C72
C79
C80
C187—C189
C192—C195
C236—C239

Copies for individual administration: Using copies for assessments which require a written response will make it possible to keep samples of the child's performance for comparisons at a later date.

Screening and windowing: If it is not convenient to reproduce and cut items, you may need to "screen" part of a page or use a sheet of paper with a "window" cut in it, placing the sheet so only one item or task shows in the "window."

Remove pages from the binder: The child pages may be removed from the binder and presented to the child if appropriate or convenient.

Laminated pages: Several pages in the *Inventory* have been laminated for durability. Laminated pages are listed below:

C152
C153
C167
C170
C235
C240

Additional pages were not laminated, as doing so would not have permitted copying as discussed above. You may want to laminate additional pages. Lamination will permit the child to give written responses by using an acetate marker.

A. PRE-AMBULATORY MOTOR SKILLS AND BEHAVIORS

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A-2: Prone Position Skills and Behaviors 12-5
A-3: Sitting Position Skills and Behaviors 16-9
A-4: Standing Position Skills and Behaviors 20-3

INTRODUCTION

Goal of the Pre-Ambulatory Assessment: The goal of this assessment is to obtain the most useful information possible about motor or movement skills and behaviors which a child may exhibit in four different positions:

- supine (on back)
- prone (on stomach)
- sitting
- standing

Methods of Assessment: The most efficient methods of assessment vary, depending on such factors as the age of the child, the limits of the testing situation, the objectivity of the parents, etc. You should use judgment in determining the methods which will yield the most dependable results within each assessment situation. Using the *Inventory* to yield valid information is more important than following rigid administration procedures.

Use one or a combination of the methods listed below:

1. **Interviewing the parents** (or a knowledgeable informant) by tactfully asking the criterion questions (C.Q.s) listed for each position.
2. **Observing the child** during the interview and assessment.
3. **Altering the testing situation** to encourage the child to show skills and behaviors being assessed. (i.e.: offering toys to the child, talking to the child, etc.)

Combining some of the above methods is often effective. However, one may first choose a particular method and confirm the results with a second method. For example, if the objectivity of the parental response is questionable, make observations to confirm the response.

(Continued on page 2)

INTRODUCTION *(continued)*

Establishing Rapport: Establishing and maintaining a workable level of trust with the parents and child is crucial. To make this easier, schedule the assessment when the child is rested, fed and feeling well. The setting should be one in which the parents are as comfortable and relaxed as possible, and where the child, free of restrictive clothing, can safely be placed on a firm surface such as a padded table or a firm mattress.

General Directions: This section of the *Inventory* and the correlated *Developmental Record Book* list skills and behaviors the child may exhibit in four different positions—supine (on back), prone (on stomach), sitting and standing. On the following pages, we provide a list of skills and behaviors, criterion questions (C.Q.s), and illustrations and behaviors for each position.

When the evaluation is done primarily by interview, use the general lead questions listed prior to the specific skills and criterion questions to save time and to involve the parents in more dialogue.

SUGGESTED ASSESSMENT PROCEDURES:

1. Ask the two general lead questions for the position being assessed.
2. Evaluate the response given to the lead questions and record the information in the appropriate section of the *Developmental Record Book*.
3. Determine what information you lack for a particular position. Then ask the criterion questions to gain information that is not obtained by the lead questions and is not readily observable.
4. If adequate information on specific skills has not yet been obtained, arrange a situation which will encourage the child to exhibit the behaviors being assessed.
5. Record any additional information obtained.

When necessary, rephrase, adapt or explain the criterion questions (C.Q.s): make the assessment situation as natural and productive as possible. Using and sharing the illustrations of skills and behaviors may be helpful.

Indicate the methods used to obtain your results. Record results by placing a P, O, or A before the skill in the *Developmental Record Book*, using the following code:

P - Parent interview
O - Observed
A - Assessed through the examiner's directly eliciting a response from the child.

Continued

RELEVANT INFORMATIONAL NOTES: The notes listed in this section are helpful for understanding and interpreting data and for planning programs.

1. **Muscle tone:** By the age of one month the child should have outgrown some limpness and fragility. Evaluate this condition by checking whether his/her muscles tighten when you pick the child up.
2. **Protective reflex of the newborn child:** The newborn child exhibits several involuntary protective reflexes. Three of these reflexes are listed and briefly discussed below. Normally these reflexes are strongly exhibited during the first two months of life. If there is no indication of their diminishing by the age of three months, the particular condition should be brought to the attention of a pediatrician or neurologist, as it may suggest a neurological delay.
    - **Startle (Moro):** This reflex is activated by a sudden loud noise or other stimulus. Evidence of this reflex consists in the arms fanning out and up, the fingers flaring or fanning out, and the body trembling. A slow relaxation follows.
    - **Tonic neck (tnr):** This is the most common position of the newborn child. *(See the illustration of this position on page 4.)*
    - **Hand grasp:** This reflext consists of clenched hands and the grasping of objects placed in them. This initial grasp is firm enough to support the child's weight, and afterward the hand slowly relaxes.

For more comprehensive descriptions of these reflexes see the following references:

2:74
28:62

33:70-71
13:251-259

3. **"Disappearing" behaviors:** Several behaviors, including reflexes discussed above, are present only at certain stages of development. They diminish and disappear during later stages. Thus, a child should not be expected to show these behaviors if he/she is above the developmental age or level for which the behavior is normal. *These "disappearing" behaviors are noted by an asterisk (*) in the Developmental Record Book* and in the *Inventory.*
4. **Comprehension abilities:** At approximately 20 weeks of age the child begins to reach toward an object, attempting to pick it up with fingers only (palmar grasp). Use of the thumb begins at eight or nine months of age, permitting the development of prehension skills (28:83).

NOTES: *Continued*

5. **When is the child ready to sit?:** Motor development proceeds from the head to the toes. Thus a child cannot sit until movement and control of the head, neck, arms and hands are developed. As these body parts become actively used the back muscles and nerves begin to grow. For more guidance on the sequence of sitting skills, see *The Parenting Advisor, pages 261-64.*

6. **Controversial issue:** Maturation has been defined as the development of innate patterns of behavior in an ordered sequence. This definition suggests teaching is unnecessary to complete the (pre-ambulatory) course of developing skills as well as other developmental skills. Body control comes as new skills are achieved. What then is the role of the parent or teacher? Most professionals view their role as one of providing the baby with opportunities to use, practice and improve the newly developed skills *(13:249-275).*

7. **Resource on child motor activities and exercises:** Parents and professionals seeking guidelines for facilitating motor activities in newborn children may find Janine Levy's book, *The Baby Exercise Book* to be a valuable and interesting resource. The activities and exercises are staged in four groups between birth and fifteen months.

8. **Research related to sequence and order of motor development:** For a discussion on research related to the consistency of the sequence and order of motor development, the reader is referred to *The Competent Infant (49:494-499).*

SUPINE POSITION SKILLS AND BEHAVIORS

SKILLS: Movements and skills the child makes when in a supine position (on back).

DEVELOPMENTAL RECORD BOOK: Page 2.

ASSESSMENT METHOD: Interview with the parent, observation of the child.

MATERIALS: If items listed below are available for the assessment, use them to prompt the child to show the skills and behaviors being assessed. You might also obtain information from the parents, or by your own general observations.

- colorful toy or pen light
- baby rattle
- firm, padded surface for child
- illustrations on pages 6, 8, 10

DISCONTINUE: After three consecutive failures.

TIME: Your discretion.

REFERENCES: The following references were used to sequence supine skills and behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-47):

2:45-9
5:2-4
7:205-6
8:60, 74-7, 99
26:92-106
27:140-1, 187, 190
33:155
34:35-6, 472
40:134-5
42:135-6
46:113
47:118-20
52:56-7

DIRECTIONS: Many of the criterion questions (C.Q.s) listed below can be answered by general observations made during the parents' interview. Thus, a recommended practice is to remove the child's restrictive clothing and place him/her in the supine position (on back) on a firm pad. This allows for greater freedom of movement and easier observation.

Observe the child while you become acquainted with the parents. Then ask the lead questions listed below.

As general lead questions, you might start with the following:

Ask: **What are some movements _________ makes when you lay him/her on his/her back? What are some of the movements he/she makes with his/her head? arms? legs? eyes? hands?**

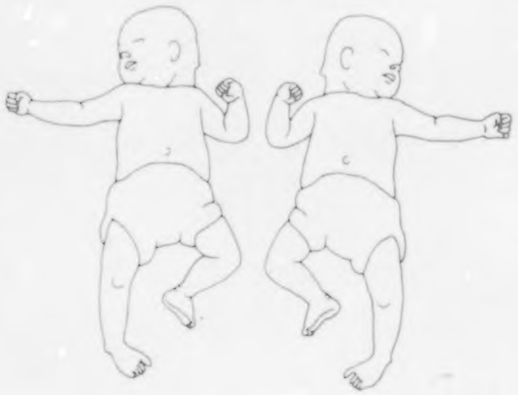
After evaluating and recording responses from the lead questions, ask any of the following criterion questions (C.Q.s) which appear appropriate for gaining additional information. The illustrations on the accompanying pages help to define the skills and behaviors being assessed. These sketches should be shared with parents, simultaneously with the criterion questions, to facilitate the interview.

SKILLS/BEHAVIORS, CRITERION QUESTIONS (C.Q.) AND NOTES:

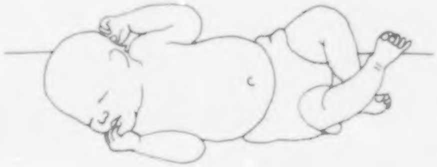
0-3 1. *Asymmetrical tonic neck reflex position.

Note: The description of this behavior, sometimes called the "fencing position," should not be assessed by the C.Q. Instead, watch for this behavior and ask the parent, **"Does _________ sleep in this position most of the time?"**

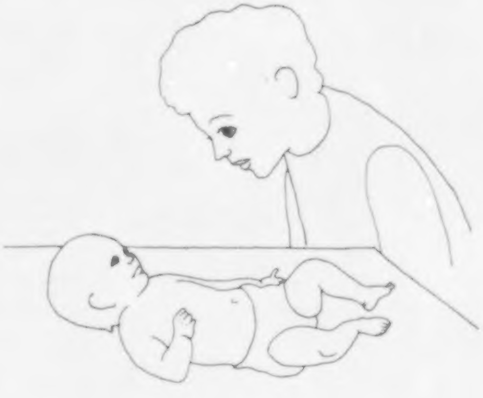
See Note 2 on page 3 about reflexes.



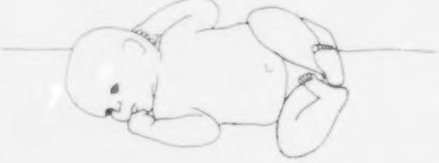
Skill 1
Asymmetrical tonic neck reflex.



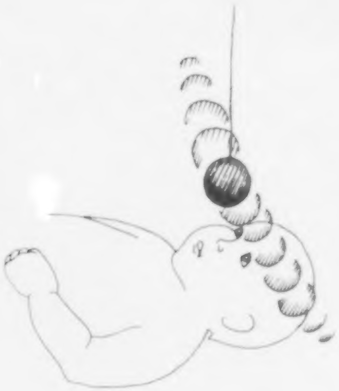
Skill 5
Head predominantly to side.



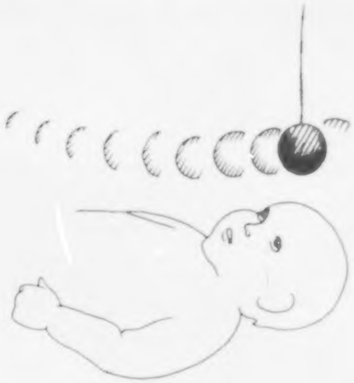
Skill 6
Momentarily regards person visually.



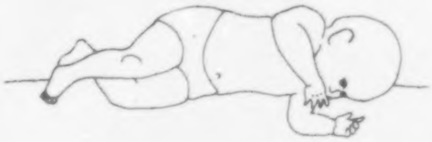
Skill 7
Rolls part way to side.



Skill 10
Horizontal eye movement—90°.



Skill 11
Vertical eye movement.



Skill 14
Notices hands or object in hand(s)

SUPINE POSITION SKILLS AND BEHAVIORS *(continued)*

SKILLS/BEHAVIORS, CRITERION QUESTIONS AND NOTES:

2. *Hands fisted on contact.
C.Q.: **Are ________'s hands fisted and do they have to be pried open to place an object such as a rattle in them?**
Notes: This behavior is easily observed. Thus there may be no need to ask the question. See *Hand Grasp Reflex* on page 3.

3. *Slight opening of hands as arms extend.
C.Q.: **As the arms extend, do the fingers flare or fan out?**
Note: See *Startle (Moro) Reflex* on page 3.

4. Symmetrical eye movement (eyes move and focus together).
C.Q.: **Do ________'s eyes appear to move and focus together?**
Note: Observe for this skill

5. *Head mostly to side.
C.Q.: **Does ________ sleep with his/her head to either side most of the time?**
Note: The parents may need assurance this behavior is expected and normal until approximately 4 months of age.

6. Looks at person momentarily.**
C.Q.: **As a person comes into his/her line of vision about 45 cm (18 in.) from ________'s face and talks to him/her, does the child respond with a momentary glance?**
Note: See illustration on facing page.

0-1 7. Rolls part way to side.
C.Q.: **Does ________ roll part way to side?**
Note: See illustration of this skill on facing page and observe for it during the assessment.

0-4 8. Turns head to side both ways.
C.Q.: **Does ________ turn his/her head from one side to the other?**
Note: Watch for this skill during the assessment. Attempt to observe the child turning the head in both directions.

9. Legs thrust in play.
C.Q.: **Does ________ kick both legs when he/she is in a playful and happy mood?**
Note: Attempt to observe or elicit this behavior during the assessment. Observe if both legs move equally.

10. Horizontal eye movement.**
C.Q.: **Does ________ focus his/her eyes on an object of interest and follow it when it is moved slowly from side to side?**
Note: See illustration on facing page.
Performed acceptably, the eye movement traces an arc of 90 degrees. However, many parents do not comprehend the phrase "arc of 90 degrees," so use it with discretion.
Assess skills 10, 11, and 13 by using a colorful object or pen light to attract the child's interest. Move the object slowly in the appropriate direction. Repeat three times if needed.

11. Vertical eye movement.**
C.Q.: **Does ________ focus his/her eyes on an interesting object and follow it with his/her eyes as it is moved slowly toward his/her feet and then toward the top of his/her head?**
Note: See note above and illustration on facing page.

12. Watches and follows moving person.**
C.Q.: **Does ________ watch and visually follow you when you move around in the child's line of vision within a distance of 2 m (6 ft.)?**

13. Makes circular eye movements.**
C.Q.: **Does ________ focus his/her eyes on an object of interest and follow it as it is slowly moved in a circle approximately 30 cm (1 ft.) from his/her face?**

14. Looks at hands or objects in hands.**
C.Q.: **Does ________ look at his/her hands or objects in his/her hands with interest?**
Note: See illustration on facing page.

(Continued on page 9)

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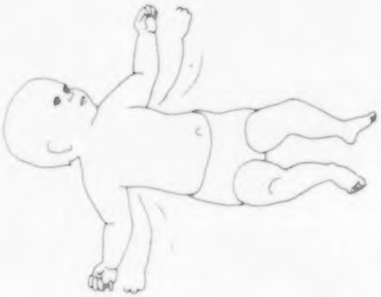
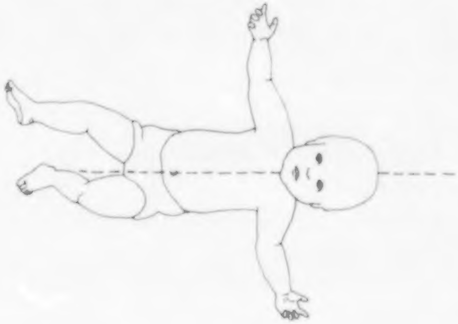
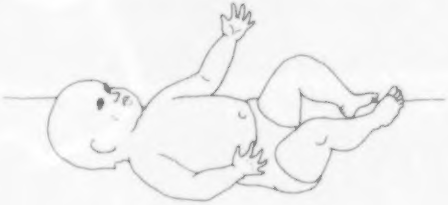
*"Disappearing" behavior—See Note 3 on page 3.
**This skill may be assessed in a sitting position



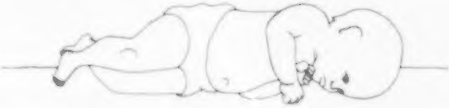
Skill 16
Symmetrical arm movement.



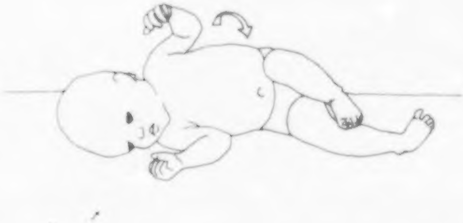
Skill 18
Can hold head steady in midline.



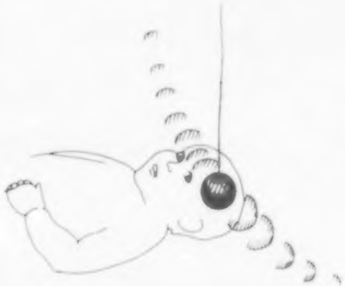
Skill 20
Hands predominantly open.



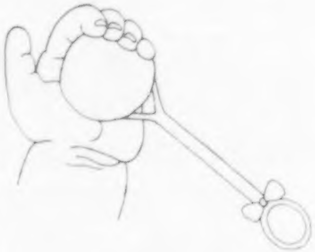
Skill 21
Hands come to midline.



Skill 23
Rolls back to side.



Skill 25
Eyes follow through an arc of 180°.



Skill 28
Palmar grasp.

SUPINE POSITION SKILLS AND BEHAVIORS *(continued)*

Continued

SKILLS/BEHAVIORS, CRITERION QUESTIONS AND NOTES:

15. Puts objects in hands into mouth for sucking.**
C.Q.: **Does ________ put both hands, or object in either hand, easily into mouth?**
Note: This skill can probably be observed. The movement of the hands toward the mouth should reflect accuracy and purpose, and not a searching movement.

16. *Symmetrical arm movements.
C.Q.: **Does ________ make the same movements with both arms most of the time? If one arm moves, does the opposite arm move the same way?**

17. Rolls side to back.
C.Q.: **Does ________ roll from his/her side to his/her back?**
Note: A child interested in his/her environment will usually exhibit this skill when placed on his/her side facing the wall away from the observer.

18. Can hold head steady in midline.
C.Q.: **Does ________ hold his/her head steady in midline?**
Note: See illustration on facing page.

19. Kicks vigorously.
C.Q.: **Does ________ kick vigorously with both legs when excited?**

20. Hands are predominantly open.**
C.Q.: **Are ________'s hands open most of the time rather than fisted as at an earlier age?**

21. Hands come to midline.**
C.Q.: **Does ________ bring his/her hands together over his/her chest?**
Note: See illustration on facing page.

22. Plays with hands and fingers.**
C.Q.: **Does ________ play with his/her hands and fingers? Does he/she watch the movements of the hands and fingers with interest?**

23. Rolls from back to side.
C.Q.: **Does ________ roll from his/her back to his/her side?**
Note: See illustration on facing page.

24. Rolls from back to stomach.
C.Q.: **Does ________ roll from his/her back to his/her stomach?**

25. Eyes follow a horizontal arc of 180 degrees.**
C.Q.: **Does ________ focus his/her eyes on an interesting object and follow it with his/her eyes by moving the head and eyes from side to side as the object is moved?**
Note: The criterion for credit should be an arc of 180 degrees. However, some parents may not understand "arc of 180 degrees" so the term should be used with discretion.
Assess this skill by showing an interesting toy to the child and moving it from one side of the child to the other.

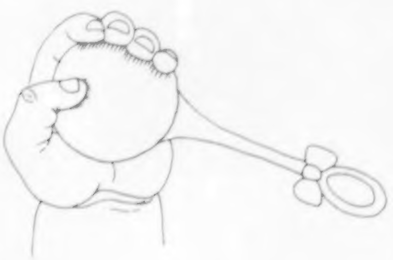
26. *Pats objects such as bottle or doll.**
C.Q.: **Does ________ sometimes pat objects being held, such as a bottle or doll?**

27. Reaches for and obtains desired objects in view.**
C.Q.: **Does ________ reach and usually obtain desired objects placed within reach?**
Note: Get information from parents and observe this skill. Note the accuracy in the reach, any tracking problems, and type of grasp.

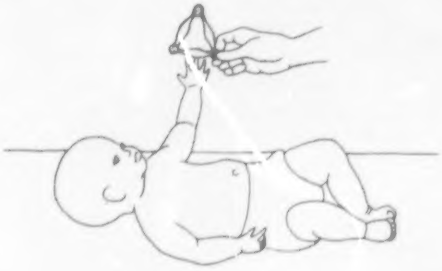
28. *Palmar grasp.**
C.Q.: **How does ________ grasp objects? Does he/she use the fingers and the palm of his/her hand or only the area between the fingers and thumb?**
Note: See illustration on facing page and Note 4 on page 3.

(Continued on page 11)

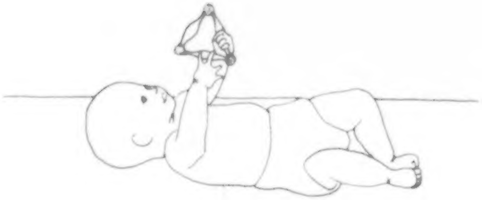
* "Disappearing" behavior—See Note 3 on page 3.
** This skill may be assessed in the sitting position.



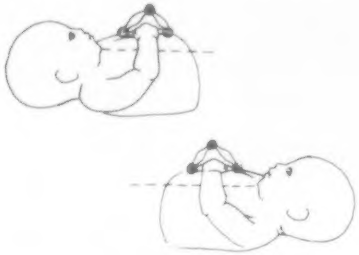
Skill 30
Intermediate grasp.



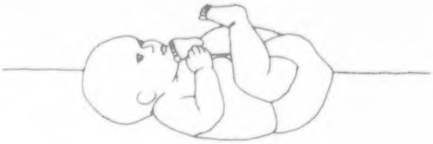
Skill 32
One hand approach and grasp.



Skill 34
Transfers objects from one hand to another.



Skill 35
Bilateral reach.



Skill 36
Takes feet to mouth.

Continued

SUPINE POSITION SKILLS AND BEHAVIORS *(continued)*

SKILLS/BEHAVIORS, CRITERION QUESTIONS AND NOTES:

29. Grasps foot with hand.**
C.Q.: **Does ________ grasp his/her feet with the hands?**

0-7
30. Intermediate grasp.**
C.Q.: **Does ________ grasp an object between the fingers and thumb?**
Note: See skill 28.

31. Lifts head (as if wanting to get up).
C.Q.: **Does ________ raise his/her head when on his/her back, as if trying to get up?**

32. Reaches for and grasps objects with one hand.**
C.Q.: **Does ________ reach for and grasp objects with one hand?**

33. Bangs and shakes rattle.**
C.Q.: **Does ________ bang and shake objects he/she is holding, such as a rattle?**

34. Transfers objects from one hand to another.**
C.Q.: **Does ________ hold an object in one hand and then transfer it to the other?**
Note: See illustration on facing page.

35. Bilateral reach.**
C.Q.: **Does ________ reach with one hand for an object that is on the other side of the body? Does the child reach across the center of his/her chest?**
Note: See illustration on facing page.

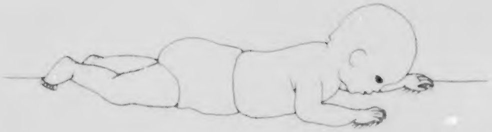
36. *Takes feet to mouth.0-10
C.Q.: **Does ________ take his/her feet to his/her mouth?**
Note: See illustration on facing page.

* "Disappearing" behavior—See Note 3 on page 3.
** This skill may be assessed in the sitting or standing position.

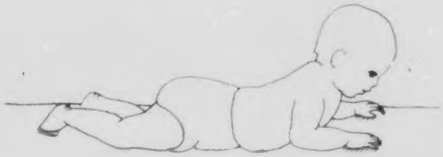
(A-1D)

Objectives: By ________ (date), when placed in the supine position (on back) on a firm pad or similar surface and given opportunity and encouragement to do so, ________ (child's name) will . . . (list appropriate skills)

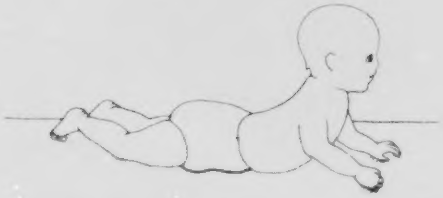
4. make symmetrical eye movement,
6. briefly regard a person who is within 45 cm (18 in.) of his/her face and speaks,
7. roll part way to the side,
8. turn his/her head both right and left,
9. thrust legs in play,
10. make horizontal eye movement,
11. make vertical eye movement,
12. watch and visually follow a moving person,
13. exhibit circular eye movement,
14. look at his/her hands,
15. make accurate movements of his/her hands when placing them in his/her mouth,
16. when rolled onto the side, roll back to the supine position (on back),
18. show the ability to hold his/her head steady in the midline,
19. kick vigorously with both legs,
21. bring hands to the midline (together over chest),
22. play with hands and fingers,
23. roll to his/her side,
24. roll to the prone position (on stomach),
25. visually follow an object of interest through an arc of 180 degrees using eye and head movement,
27. reach for and obtain objects within line of vision and reach,
28. exhibit palmar grasp,
29. grasp foot with hand,
30. exhibit an intermediate grasp,
32. reach for and grasp object with one hand,
34. transfer objects from one hand to another,
35. exhibit a bilateral reach,
36. take his/her feet to his/her mouth in play.



Skill 1
Lifts head slightly.



Skill 2
Lifts head to 45° momentarily.



Skill 3
Lifts head 90°.

PRONE POSITION SKILLS AND BEHAVIORS

SKILLS: Movements and skills the child makes when prone (on stomach).

DEVELOPMENTAL RECORD BOOK: Page 2.

ASSESSMENT METHODS: Parent interview, observation of child, or child's performance.

MATERIALS: Have the items listed below available. They will be helpful in encouraging the child to show the skills/behaviors to be assessed. They may not be needed if valid information can be obtained from the parents and by general observations.

- colorful toy
- firm, padded surface for child
- illustrations on pages 11 and 14

DISCONTINUE: After three consecutive failures.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the prone position (on stomach) skills and behaviors and to validate developmental ages (see *Bibliography*, pages 246-7):

2:46-8
4:76-7
5:2-3
7:205
8:70-2
21:57
27:140-1
28:79-80
33:154
35:34-58
40:135
47:119
48:1
49:495

DIRECTIONS: Answer criterion questions (C.Q.s) through direct observation during an interview, if possible. A recommended practice is to remove clothing that restricts freedom of movement, and to then place the child on a firm pad in the prone position (on stomach). In this way, freedom of movement is greater and observation is facilitated.

Observe the child as you become acquainted with the parent and child. Then, ask these lead questions.

Ask: **What are some of the movements _________ makes when you lay him/her on his/her stomach? What are some of the things he/she can do?**

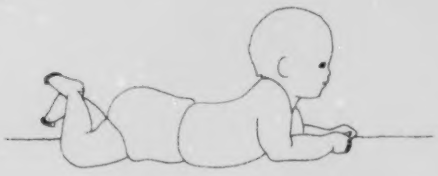
After evaluating and recording information gained from the lead questions, use the illustrations and ask the criterion questions (C.Q.s) below which appear appropriate for gaining additional information.

0-0 1. Lifts head slightly.
2. Lifts head to 45 degree angle momentarily.
0-1 3. Lifts head 90 degrees.

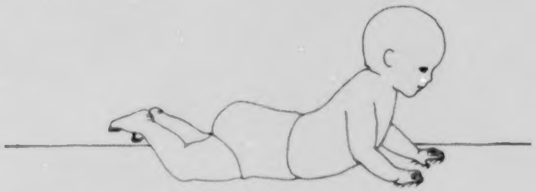
C.Q.: **Does _________ lift his/her head when he/she is placed on his/her stomach?** If response is "yes," ask, **How high or how well?**

Note: See illustrations on facing page and share them with the parents if needed or appropriate.

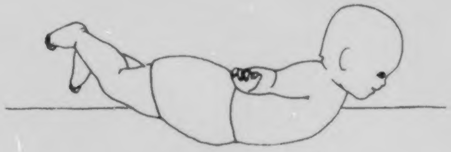
(Continued on page 15)



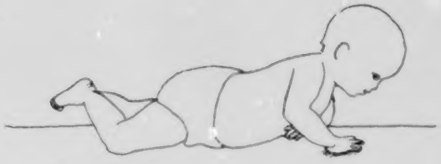
Skill 4
Can raise chest with arm support.



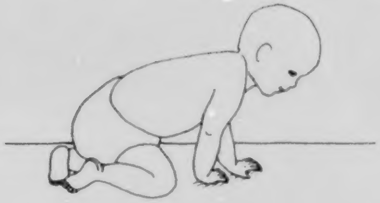
Skill 5
Supports most of weight on hands rather than forearms.



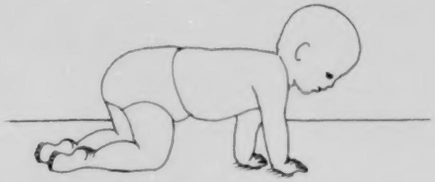
Skill 7
Takes a swimming position—weight on abdomen only.



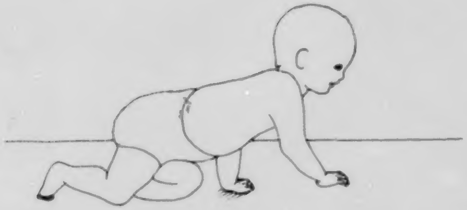
Skill 9
Crawls, dragging body.



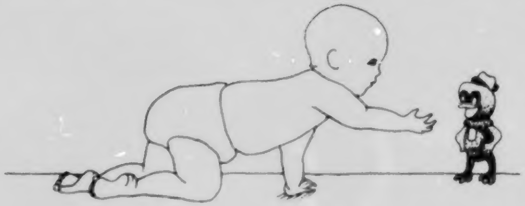
Skill 10
Assumes a low inferior creeping position.



Skill 11
Assumes high creeping position.



Skill 12
Creeps on hands and knees.



Skill 14
Reaches for object with weight on one arm.

PRONE POSITION SKILLS AND BEHAVIORS *(continued)*

Continued

SKILLS/BEHAVIORS, CRITERION QUESTIONS AND NOTES:

4. Can raise chest with elbow and forearm support.
   C.Q.: **Does ________ raise his/her chest with weight on the forearms and elbows?**
5. Supports most of weight on hands.
   C.Q.: **Does ________ raise his/her chest with weight on the hands?**
   Note: See illustrations on facing page and use them with parents when appropriate.

0-4 6. Rolls to supine position (on back).
   C.Q.: **Does ________ roll from his/her stomach to his/her back?**

7. *Takes a swimming position—weight on stomach only.
   C.Q.: **Does ________ make swimming movements with most of his/her weight on his/her stomach?**
   Note: See illustration on facing page and use it, when appropriate, with parents.

0-7 8. Pivots.
   C.Q.: **Does ________ turn on his/her stomach so his/her body is facing a different direction?**

9. *Crawls, dragging body.
10. *Assumes a low creeping position.
11. Assumes high creeping position.
12. Creeps on hands and knees.
    C.Q.: **Does ________ crawl or creep?** If the answer is "yes," ask the parents to describe the position and the type of movement.
    Note: See illustrations on facing page and use them with parents when appropriate.
13. Changes from creeping to sitting position.
    C.Q.: **Does ________ change from a creeping or crawling position to a sitting position?**

0-10 14. Reaches for object with weight on one arm or hand.
    C.Q.: **When ________ is creeping, does he/she reach for an object with one hand while supporting his/her weight on the other?**

    Note: See the illustration on facing page and use it with the parents when appropriate.

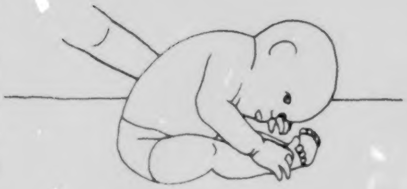
(A-2B)

Objectives: By ___(date)___, when placed in a prone position (on stomach) on a firm pad or similar surface and given opportunity and encouragement to do so, ___(child's name)___ will... (list as appropriate)

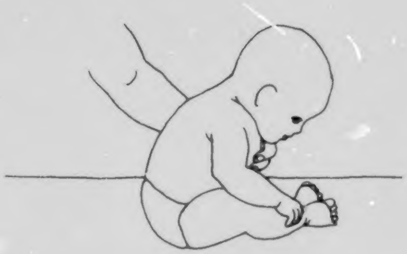
1. lift head slightly,
2. lift head briefly to a 45 degree angle,
3. lift head to a 90 degree angle,
4. raise chest with arm support,
5. support most body weight with hands rather than arms when raising chest,
6. roll to the supine position (on back),
8. pivot,
11. change from a creeping (prone) position to a sitting position,
12. reach for an object with weight on one arm or hand.

* "Disappearing" behavior—See Note 3 on page 3

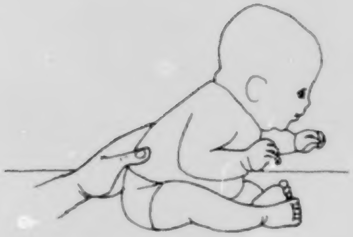
Note: "Disappearing" behaviors 7, 9 and 10 are not included in the list of objectives.



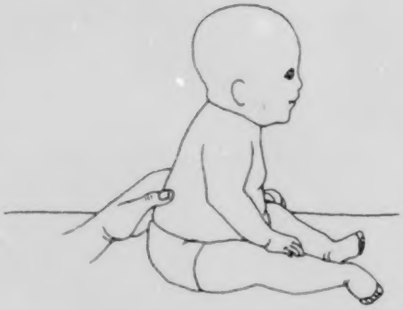
Skill 1
Head sags forward.



Skill 2
Head set forward with some evidence of support.



Skill 3
Steadies head, but not erect.



Skill 4
Head held erect and steady.

SITTING POSITION SKILLS AND BEHAVIORS

SKILLS: Movements and skills the child performs when placed in a sitting position, unsupported and supported.

DEVELOPMENTAL RECORD BOOK: Page 2.

ASSESSMENT METHODS: Parent interview, observation of child or child's performance.

MATERIALS:

- illustrations for reference
- colorful toy

DISCONTINUE: After three consecutive failures.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the sitting position skills and behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-247):

2:46-8
4:76-7
5:2-3
7:205-6
8:60-71
16:27
21:57
26:98-122
28:79-80
35:34-74
40:134
42:135-6
46:113
47:118
48:1
49:495

DIRECTIONS: You may answer many of the criterion questions (C.Q.s) through observations you make during an interview.

Observe the child while you become acquainted with the parents. Then ask the lead questions listed below.

As general lead questions for the sitting position,

Ask: **What are some of the things you have noticed when ________ is placed in a sitting position? How well does he/she sit? What are some of the things he/she does while sitting?**

After evaluating and recording information gained from the lead questions and illustrations, ask the criterion questions (C.Q.s) which appear appropriate for gaining additional information.

0-0 1. *Head sags forward.

0-1 2. *Head set forward with bobbing but some evidence of support/control.

3. *Head steady but not erect.

4. Head held erect and steady.

C.Q.: **When you hold ________ in a sitting position, how does he/she hold or control his/her head?**

Note: See illustrations on facing page and use them, when appropriate, with the parents.

(Continued on page 19)

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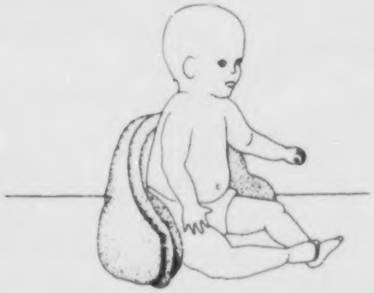
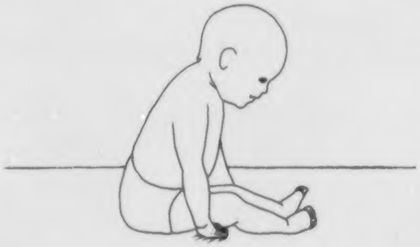
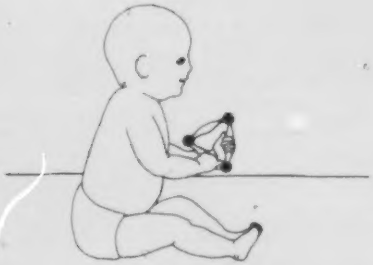
* "Disappearing" behaviors—See Note 3 on page 3



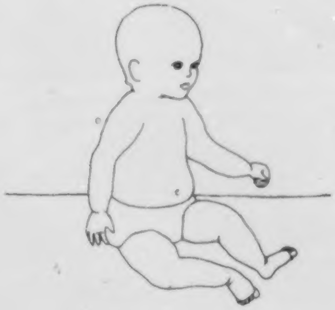
Skill 5
Sits supported.



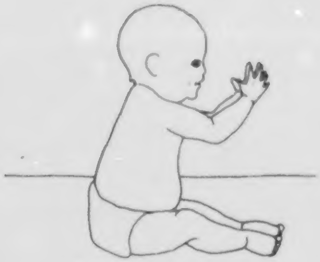
Skill 6
Sits briefly leaning forward on hands.



Skill 7
Sits briefly with hands free to manipulate.



Skill 8
Sits erect and unsupported for five minutes.



Skill 10
Sits with enough balance and support to free hands for activity such as pat-a-cake.

SITTING POSITION SKILLS AND BEHAVIORS *(continued)*

Continued

SKILLS/BEHAVIORS, CRITERION QUESTIONS AND NOTES:

0-4 5. Sits when supported.
C.Q.: **When ________ is placed in a sitting position with support, such as pillows, does he/she balance his/her own weight?**
Note: See illustration on page 16.

6. Sits briefly, leaning forward on hands.
C.Q.: **Does ________ sit briefly, leaning forward on his/her hands for support?**
Notes: See illustration on facing page.
It is suggested "briefly" be defined as five seconds.

7. Sits briefly, with hands free to manipulate toy.
C.Q.: **Does ________ sit briefly, with his/her hands free to manipulate toy?**
Notes: See illustration on facing page.
It is suggested "briefly" be defined as five seconds.

0-7 8. Sits erect and unsupported for five minutes.
C.Q.: **Does ________ sit erect and unsupported for five minutes?**
Note: See illustration on page 18.

9. Leans forward from sitting position and then returns to sitting position.
C.Q.: **Does ________ lean forward from a sitting position and then return to sitting position?**

10. Sits supported and with enough balance to free hands for an activity such as pat-a-cake.
C.Q.: **Does ________ sit balanced and supported well enough to free his/her hands for an activity such as pat-a-cake?**
Note: See illustration on facing page.

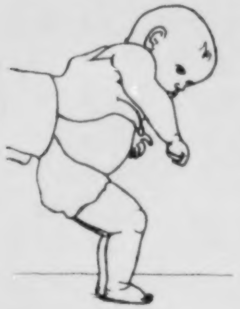
0-10 11. Pivots.[1-1]
C.Q.: **Does ________ turn his/her body while sitting?**

(A-3B)

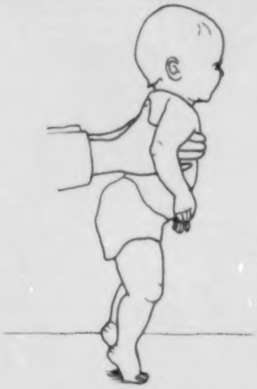
OBJECTIVES: By ________ (date), when placed in a sitting position (unsupported or supported) and given opportunity and encouragement to do so, ________ (child's name) will . . . (list as appropriate) . . .

4. hold head erect and steady,
5. sit supported by an object,
6. sit briefly leaning forward on hands,
7. sit briefly with hands free to move,
8. sit erect and unsupported for five minutes,
9. lean forward from a sitting position and then return to a sitting position,
10. sit with enough balance and support to free hands for an activity such as pat-a-cake,
11. turn so that he/she changes direction while in a sitting position.

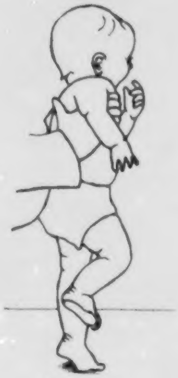
Note: Behaviors 1-3 are not included in the objectives list as they are "disappearing" behaviors, and would probably be inappropriate as objectives.



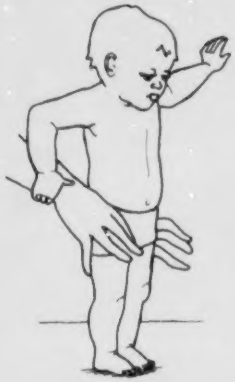
Skill 1
Supports none of own weight.



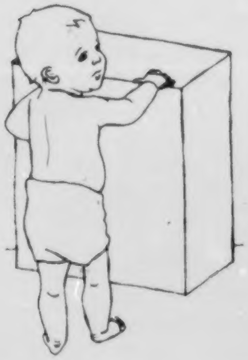
Skill 3
Supports approx. half of own weight.



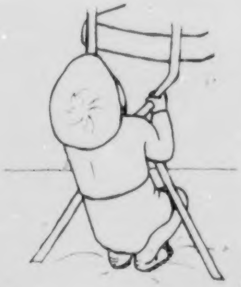
Skill 6
Makes stepping movement.



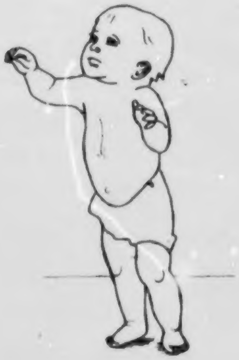
Skill 7
Supports full weight when balanced.



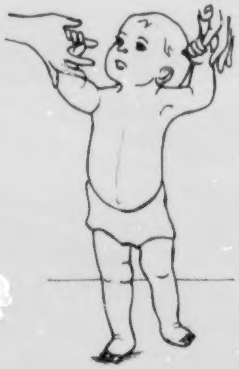
Skill 8
Stands holding on to object.



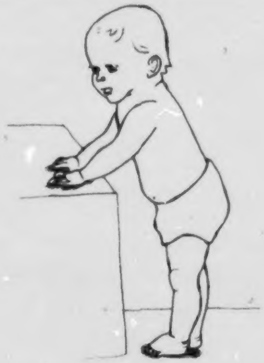
Skill 9
Pulls to standing position.



Skill 10
Stands unsupported momentarily.



Skill 12
Walks with two hands held.



Skill 13
Cruises—Walks sideways holding on to furniture.

STANDING POSITION SKILLS AND BEHAVIORS

SKILL: Child's movements when placed in a standing position (see the skills illustrated on page 20).

DEVELOPMENTAL RECORD BOOK: Page 3

ASSESSMENT METHODS: Observation and parent interview.

MATERIALS: A comfortable environment, including a flat smooth surface and a playpen or other furniture which the child can grasp for support (see illustrations on page 19).

DISCONTINUE: After three consecutive failures.

TIME: Your discretion.

ACCURACY: Give credit for each positive answer to a criterion question.

NOTES: "Briefly" should be defined as approximately five seconds; use the illustrations on page 20 as a guide.

DIRECTIONS: See the Introduction, pages 1-4.

Answer many of the criterion questions (C.Q.'s) through observations made during an interview.

Refer to illustrations on page 19.

Observe the child while you become acquainted with the parents. If observations suggest that the child's skill level is *below* "stands holding on to furniture for support" (skill 8), you may hold the child in a standing position. If, on the other hand, observations suggest that the child's skill level is *at* skill 8 "stands holding . . . for support," you may decide to ask the parents to place the child on the floor to observe how he/she walks or stands.

If the parent interview is used, ask general lead questions for the standing position:

Ask: **What are some of the things you have noticed when ________ is placed in a standing position? How well does he/she support his/her weight? stand? walk?**

After evaluating and recording information gained by the lead questions, ask the criterion questions (C.Q.'s) for the appropriate skills:

0-0 1. *Supports no weight.

0-4 2. *Briefly supports fraction of weight.

3. *Briefly supports approximately half of weight.
   C.Q.: **When ________ is held in a standing position, what reactions do you get? Does he/she support any weight, a small fraction of it briefly, or about half of it?**

4. *Bounces actively (if most of weight is supported).
   C.Q.: **Does ________ like to bounce actively, even if he/she does not support all his/her weight?**

5. *Supports most, but not all of weight.
   C.Q.: **Does ________ support most of his/her weight when held in a standing position?**

6. *Makes stepping movement.
   C.Q.: **Does ________ make a stepping movement even if he/she does not support all his/her weight when balanced?**

0-7 7. Supports full weight when balanced.
   C.Q.: **Does ________ support all his/her weight when balanced?**

8. Stands holding on to furniture for support.
   C.Q.: **Does ________ stand holding on to objects?**

0-10 9. Pulls up to standing position.
   C.Q.: **Does ________ pull up to a standing position?**

10. Briefly stands unsupported.
   C.Q.: **Does ________ stand unsupported briefly?**

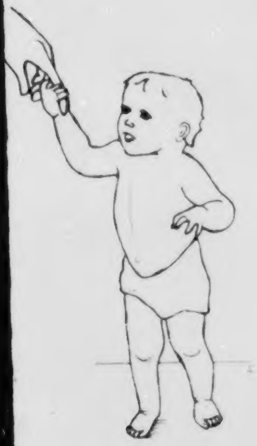
11. Lifts foot when hand is held.
   C.Q.: **Does ________ lift one foot when his/her hand is held?**

12. Walks with two hands held.
   C.Q.: **Does ________ walk when both hands are held?**

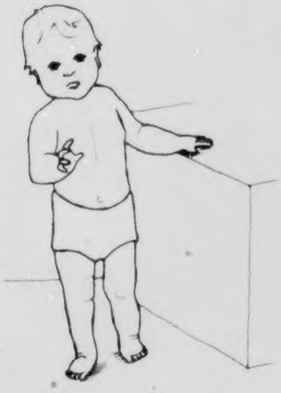
13. Walks sideways (cruises) holding on to furniture.
   C.Q.: **Does ________ walk sideways holding on to furniture?**

*Indicates "disappearing" behavior present only at this stage of development.

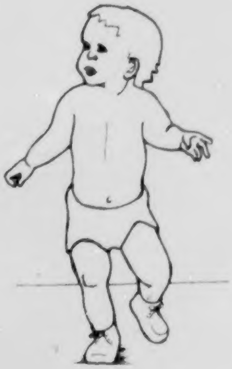
(Continued on page 23)



Skill 14
Walks with one hand held.



Skill 15
Walks forward holding on to furniture.



Skill 16
Walks alone.

STANDING POSITION SKILLS AND BEHAVIORS *(continued)*

Continued

14. Walks with one hand held.
C.Q.: **Does ________ walk when one hand is held?**

15. Walks forward holding on to furniture.
C.Q.: **Does ________ walk forward holding on to furniture?**

16. Walks alone without support.
C.Q.: **Does ________ walk alone without support?**

REFERENCES: The following references were used to sequence standing position skills and to validate developmental ages (see *Bibliography*, pages 246-7):

2:45-58
4:77
5:3
7:205-6
8:71-2
15:5
16:27-8
21:57
23:68
26:122
33:154
35:44-74
40:135
42:136-7
46:113
47:120
48:2
49:495

(A-4A)
OBJECTIVES: By ____(date)____, when placed in a standing position ____(supported or unsupported)____ and given opportunity and encouragement to do so, ____(child's name)____ will . . . (add as appropriate)

2. support a small fraction of his/her weight,
3. support approximately half of his/her weight,
5. support most, but not all of his/her weight,
7. support his/her full weight when balanced,
8. stand holding on to an object for support,
9. pull to a standing position,
10. stand unsupported for 5 seconds,
11. lift his/her foot when hand is held,
12. walk when both hands are held,
13. walk sideways (cruise) holding on to furniture,
14. walk when one hand is held,
15. walk forward holding on to furniture,
16. walk alone (without support).

Note: Skills 1, 4, and 6 are not listed as objectives.

B. GROSS MOTOR SKILLS AND BEHAVIORS

TABLE OF CONTENTS

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INTRODUCTION

DEFINITION: Gross motor behavior includes reactions of posture, head balance, sitting, standing, creeping and walking as discussed by Knobloch and Pasaminck (35:5).

GOAL OF THE GROSS MOTOR ASSESSMENT: The goal of the gross motor assessment is to obtain valid information about the movement skills and behaviors of the child. When the assessment is made for purposes of instructional planning, you will learn:

- whether the child has mastered a skill sufficiently to receive instruction at a higher skill level,
- whether additional practice, instruction or development is needed before the child receives instruction at the next skill level.

Thus, focus the assessment on these concerns.

(Continued on page 26)

METHODS OF ASSESSMENT: Methods of obtaining valid information about a child's development vary according to the skill being assessed, time allowed, setting, materials and participants. Use your professional judgment and ingenuity to determine which one or combination of the methods listed below will be the most convenient, efficient and valid way to use this *Inventory* in your particular situation.

1. **Interviewing** the parent or informant who is familiar with the child's gross motor skills.
2. **Individual assessment**—using the assessment procedures in the *Inventory*.
3. **Involving the child or children in a game**—for example, "catch" or "follow me" with the examiner serving as leader.
4. **Observation** during play period or game time (informal).
5. **Class or group activities**—for example, if the teacher wants to assess skipping skills of pupils, the best method might be to include skipping in the daily lesson plan. She/he would then observe the children as they skip around the play area.

GENERAL RECOMMENDATIONS

1. **Strive for the most valid answer** to the basic question on page 25. Be concerned more with obtaining a valid answer than with rigidly following the assessment procedures in the *Inventory*. This approach may require adaptations, especially when assessing handicapped children.
2. **Demonstrate the skill if needed.** Children at certain developmental levels will frequently have difficulty comprehending your directions. Thus, if it appears the child is not performing the gross motor skill because of misunderstanding, demonstrate the skill.
3. **Confirm questionable results** by using a second method of assessment.
4. **Assess by using the method and setting most relaxed and comfortable for the child.** Often, children become tense and anxious in an individual testing situation and do not perform well. Other children do not perform well in groups. Someone who knows the child can offer advice for getting the most accurate results in the assessment.
5. **If in doubt, do not give credit.** If, after assessment, you have some doubt about adequate mastery of the skill, it is better that the child not receive credit. The preferred practice for indicating a skill not adequately mastered is to regard it as an objective rather than a skill performed well.

STANDING

SKILLS: Demonstrates ability to stand in different positions for different time periods.

DEVELOPMENTAL RECORD BOOK: Page 4.

ASSESSMENT METHODS: Performance or observation of the child alone or in a group.

MATERIALS: Stopwatch.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the standing skills or behaviors, and to validate developmental ages (see *Bibliography*, pages 246-7):

2:58
4:78
5:3-4
7:207
8:71
16:42
21:57
23:68
33:159
35:84-116
42:139
46:113
51:2

DIRECTIONS: Follow the assessment procedures given after each skill.

1-0 1. *Stands with broad stance.

2. Stands with normal stance.
Assess these skills by observing the stance the child usually takes when standing.

1-6 3. Stands on one foot with one hand held by another person.
With the child in a standing position, hold one hand to provide balancing support, and

Say: **Stand on one foot.**
Pick up the other foot.

Demonstrate if necessary. Allow the child to raise the preferred foot.

Criteria: Give credit if the child is able to raise one foot from the floor and remain in this position for five seconds. Allow two trials if needed.

Note: Hand dominance often has not been established at this skill level. However, if it has been determined, hold the dominant hand.

4. Stands on either foot with one hand held.
After the child has demonstrated standing on the preferred foot (skill 3),

Say: **Now put that foot down and stand on the other foot.**

(Continued on page 28)

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* "Disappearing" skill—See Note 3 on page 3.

Continued

DIRECTIONS: *(Continued)*

5. *Squats to pick up object from floor and then stands again. This skill may be assessed by observation, or by asking the child to pick up an object from the floor. If the child bends at the waist to pick up an object, give credit both for skill 8 and skill 5.

6. Stands with heels together.
Say: **Stand with your feet together.**
Demonstrate if necessary.
Criteria: Give credit if the child can stand in this position for five seconds. Allow two trials, if necessary.

2-0 7. Stands on tiptoes for one second.
Say: **Stand on your tiptoes.**
Demonstrate if necessary.
Criteria: Give credit if the child can stand on tiptoes for one second. Allow two trials if necessary.

2-6 8. Bends at waist to pick up object from floor.
See skill 5.
For the squatting child, demonstrate picking up an object by bending. Then ask the child to perform the task by bending at the waist.

9. Attempts to stand on one foot, with no help.
Say: **Stand on one foot by yourself.**

3-0 10. Stands on one foot for one second.
Say: **Stand on one foot by yourself.**
Criteria: Give credit for skill 9 if the child raises either foot from the floor. Give credit for skill 10 if the child establishes a steady standing position on one foot for one second.

11. Stands on either foot for one second.
After assessing skill 10,
Say: **Now, stand on your other foot.**

4-0 12. Stands on one foot five seconds.

13. Stands on either foot five seconds.

5-0 14. Stands on one foot ten seconds.

15. Stands on either foot ten seconds.
To assess skills 12 and 14,
Say: **Stand on one foot as long as you can.**
Do not designate which foot. Time and give credit accordingly. Allow two trials if needed.
After assessing skills 12 and 14,
Say: **Now stand on the other foot as long as you can.**
Time and give credit. Allow two trials if needed.

(Continued on page 29)

* "Disappearing" skill—See Note 3 on page 3.

Continued

DIRECTIONS: *(Continued)*

$^{6\text{-}0}$16. Stands on one foot for one second with eyes closed.

Say: **Close your eyes and stand on one foot.**

Criteria: Observe to see that the child closes his/her eyes. Give credit if the child is able to remain steady standing on one foot with eyes closed for one second.

17. Stands on either foot for one second with eyes closed. After assessing skill 16,

Say: **Now, stand on the other foot with your eyes closed.**

$^{7\text{-}0}$18. Stand heel to toe for five seconds.

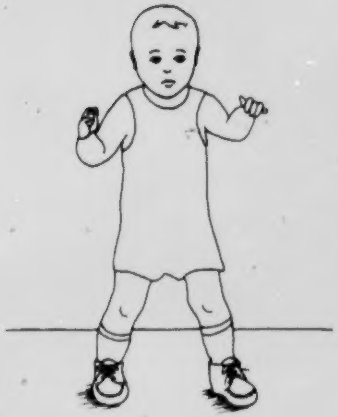
Say: **Put one foot in front of the other so they touch like this** *(demonstrate)* **and stand as still as you can.**

Time the child in a steady position for the required five seconds. Allow two trials if needed.

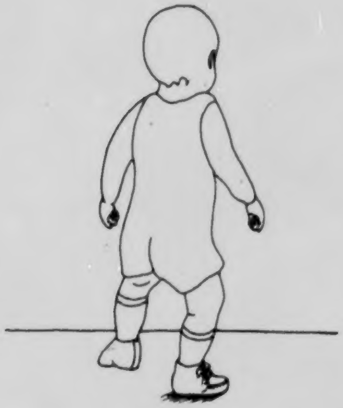
(B-1C)

OBJECTIVES: By __(date)__, when requested to do so with a demonstration by the examiner if necessary, __(child's name)__ will . . .

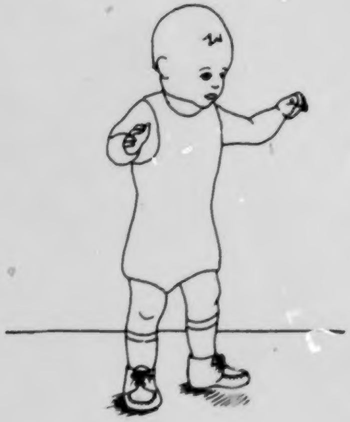
2. stand in a normal stance,
3. stand on one foot with one hand held up,
4. stand on either foot with one hand held up,
5. squat to pick up an object from the floor and stand again,
6. stand with heels together,
7. stand on tiptoes for one second,
8. bend at the waist in picking up an object from the floor and stand again,
9. attempt to stand on one foot with no help,
10. stand on one foot for one second,
11. stand on either foot for one second,
12. stand on one foot for five seconds,
13. stand on either foot five seconds,
14. stand on one foot ten seconds,
15. stand on either foot ten seconds,
16. stand on one foot for one second with eyes closed,
17. stand on either foot for one second with eyes closed,
18. stand heel to toe five seconds.



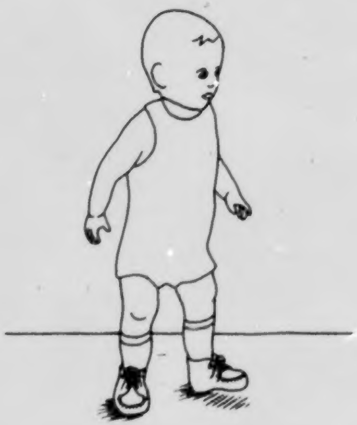
Skill 1
Walks with broad stance.



Skill 2
Walks with knees slightly bent and shoulders slightly hunched.



Skill 3
Walks holding hands out for balance rather than at side.



Skill 4
Walks with hands swinging at side.

WALKING

SKILLS: Walks using different walking steps.

DEVELOPMENTAL RECORD BOOK: Page 4.

ASSESSMENT METHODS: Child observation, formal or informal, accomplished individually or with groups.

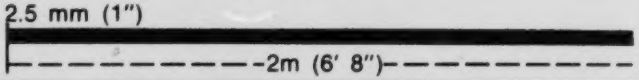
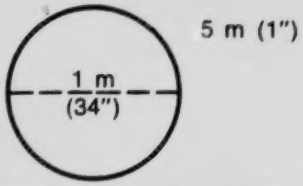
DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the walking skills and behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:78
5:3-4
7:207
8:71-2
21:57
23:65-8
26:113, 155
27:142
33:154-9
35:84-106
40:136
42:137
47:141
48:3
51:2

MATERIALS: A flat, smooth walking surface is needed for assessing all skills.

Skills	
8	5 cm × 10 cm (2" × 4") stud at least 30 cm (1') in length.
10 13 14 16 17 19	Line (painted or taped) on the floor of the length and width indicated in the diagram below. (White liquid shoe polish is quick and removable.) 
15	Circle (painted or taped) on the floor as indicated in the diagram. 

DIRECTIONS: Follow the assessment procedures given after each skill.

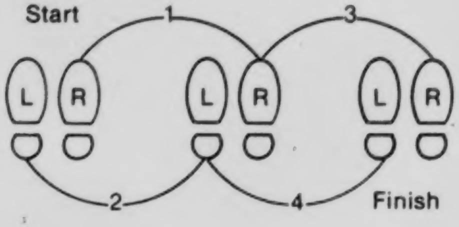
1-0 1. *Walks with broad stance.
2. *Walks with knees slightly bent and shoulders slightly hunched.
3. *Walks holding hands out for balance rather than at side.
4. Walks with hands swinging at side.

   Assess the skills listed above by observing the walking movements and positions the child usually uses when walking. The asterisk (*) identifies the first three skills as "disappearing" skills that are observed only at certain levels of development. Thus, give the child credit for all skills prior to the present level of development.

   See illustrations on page 30.

5. Walks sideways left and right.

   Say: **Walk like this** *(demonstrating the side-stepping movements to the right as illustrated in the diagram below).*

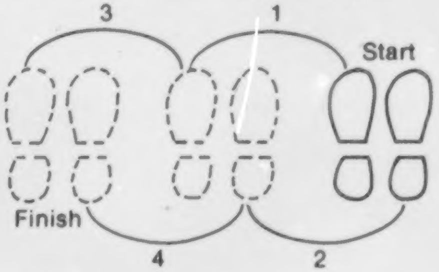


(Continued on page 32)

Continued

DIRECTIONS: *(Continued)*

5. Walks sideways left and right *(continued).*
If the child walks with a side-stepping movement to the right,
Say: **Now walk like this** *(demonstrating side-stepping to the left as illustrated in the diagram below).*

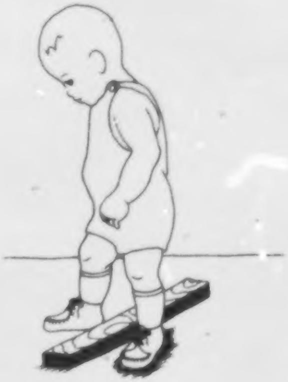


1-6 6. Walks well and rarely falls.

7. Walks fast.
Observe the two skills listed above in a natural situation or setting.

8. Walks stepping over 5 cm × 10 cm (2 in. × 4 in.) stud without difficulty.

Criteria: To receive credit, the child should walk over the stud without stopping or "straddling"—starting with the preferred foot and without touching the stud. See illustration.



2-0 9. Walks backward three steps.

10. Walks backward a distance of 2 m (6 ft. 8 in.).
Say: **Walk backward like this** *(demonstrate).*

Count the number of steps as required for skill 9. Measure the distance to determine if the distance requirement for skill 10 has been met.

Note: For skills 10 and 13 you may prefer to ask the child to walk the length of the line shown on page 31. However, walking on the line is not required for assessing these skills.

11. Walks on tiptoes three steps.
Say: **Walk on your tiptoes like this** *(demonstrate).*

Count the number of steps as required for skill 11. Measure the distance to determine if the distance required for skill 13 has been met.

3-0 12. Walks forward heel to toe three steps.
Say: **Walk on the line placing the heel of one foot in front of the toe of the other like this** *(demonstrate by walking on the line as diagrammed in "Materials" on page 31).*

Count the number of steps required for credit. Give credit for skill 16 if the child walks heel and toe the length of the line.

(Continued on page 33)

WALKING *(continued)*

Continued

DIRECTIONS: *(Continued)*

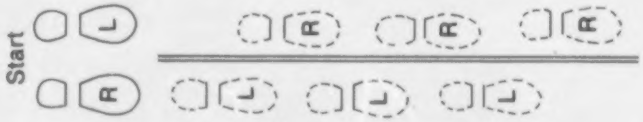
13. Walks on tiptoes a distance of 2 m (6 ft. 8 in.). See skill 11 on page 32.

14. Walks on straight line. *(See line diagrammed in "Materials" on page 31.)*
Say: **Walk on this line like this** *(demonstrate).*
Criteria: Give credit for walking the length of 2 m (6 ft. 8 in.) line without difficulty.

4-0 15. Walks circular 25 mm (1 in.) line. *(See circle diameter diagrammed in "Materials" on page 31.)*
Say: **Walk around the circle and stay on the line** *(demonstrate).*
Criteria: Give credit for walking on the line around the circle without loss of balance.

16. Walk forward heel to toe on line a distance of 2 m (6 ft. 8 in.). See skill 12 on page 32.

17. Walks in scissor-steps across a 25 mm (1 in.) wide line, a distance of 2 m (6 ft. 8 in.).
Say: **Walk with your legs crossed on this line, like this** *(demonstrate as diagrammed below).*



5-0 18. Walks backward toe to heel six steps.

7-0 19. Walks backward toe to heel a distance of 2 m (6 ft. 8 in.).
Say: **Walk backward putting the toe of one foot behind the heel of the other foot like this** *(demonstrate).*
Count the number of steps, as required for skill 18. Measure the distance to determine if the distance of 2 m (6 ft. 8 in.) for skill 19 has been met.

(B-2C)
OBJECTIVES: By ______(date)______, when requested to do so and demonstrated by the examiner, if necessary ______(child's name)______ will...
(add as appropriate)

3. walk holding hands out for balance rather than at side,
4. walk with hands swinging at side,
5. walk sideways,
6. walk well and rarely fall,
7. walk fast,
8. walk stepping over a 5 cm x 10 cm (2 in. x 4 in.) stud without difficulty,
9. walk backward three steps,
10. walk backward a distance of 2 m (6 ft. 8 in.),
11. walk on tiptoes three steps,
12. walk forward heel to toe three steps,
13. walk on tiptoes a distance of 2 m (6 ft. 8 in.),
14. walk on a straight line,
15. walk 25 mm (1 in.) circular line,
16. walk forward heel to toe on line a distance of 2 m (6 ft. 8 in.),
17. walk scissor-step on a 25 mm (1 in.) wide line a distance of 2 m (6 ft. 8 in.),
18. walk backward, toe to heel six steps,
19. walk backward, toe to heel distance of 2 m (6 ft. 8 in.).

STAIRS AND CLIMBING

SKILLS: Ascends and descends stairs, furniture and play equipment using various motor patterns.

DEVELOPMENTAL RECORD BOOK: Page 4.

ASSESSMENT METHODS: Observation of child or his/her performance.

MATERIALS: From a functional standpoint, the stairs, couch, chair and ladder for this assessment should be those the child ascends and descends in his/her home or school.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the stairs and climbing skills or behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:58-9
4:78-9
5:3-4
7:207-19
8:70-2
15:5-6
16:42
23:65
33:159
35:84-115
40:135-6
42:137-8
46:113
47:141
48:3

DIRECTIONS: This assessment should be based on the child's ability to perform skills on stairs, furniture and play equipment in a normal situation. This can be accomplished by observing the child in a familiar environment and by parent interview.

If it appears the child is using a skill level below his/her present level of development, ask the child to go up or down the stairs at the higher skill level. For example, if the child "Walks up the stairs using alternate feet with hand held" (skill 9) and it appears he/she can "Walk up the stairs using alternate feet holding the rail" (skill 12), demonstrate the skill and ask the child to go up the stairs holding the rail.

Parent Interview: The parent interview may be used when no stairs are available for making the assessment. As a lead question,

Ask: **How does _________ climb or go up stairs?**

After evaluating the response to the question on climbing stairs,

Ask: **How does _________ go down stairs?**

Evaluate the responses to the questions above and give credit in the *Developmental Record Book* for skills clearly mastered. When information about specific skills is lacking, ask questions regarding those skills.

(Continued on page 35)

STAIRS AND CLIMBING *(continued)*

Continued

DIRECTIONS: Skills assessed are listed below.

1-0 1. Creeps up stairs.
2. Creeps down stairs backward.
3. Climbs onto low furniture such as a low couch or chair.
4. Climbs in and out of an adult chair.
1-6 5. Walks up stairs with one hand held.
6. Walks down stairs with one hand held.
7. Walks alone up stairs, holding rail.
2-0 8. Walks alone down stairs, holding rail.
9. Walks up stairs, alternating feet with one hand held.
3-0 10. Walks down stairs, alternating feet with one hand held.
11. Climbs ladder of low play equipment.
12. Walks up stairs, alternating feet while holding rail.
4-0 13. Walks down stairs, alternating feet while holding rail.
14. Walks up stairs carrying object in one hand without holding rail.
15. Walks down stairs, carrying object without holding rail.
5-6 16. Walks up and down stairs, carrying an object in each hand. 7-0

(B-3B)

OBJECTIVES: By ____(date)____, when requested to do so or when there is a need to do so in a normal situation, ____(child's name)____ will...

(add as appropriate)...

1. creep up stairs,
2. creep down stairs backward,
3. climb onto low furniture such as a low couch or chair,
4. climb in and out of an adult chair,
5. walk up stairs, with one hand held,
6. walk down stairs, with one hand held,
7. walk alone up stairs, holding rail,
8. walk alone down stairs, holding rail,
9. walk up stairs, alternating feet with one hand held,
10. walk down stairs, alternating feet with one hand held,
11. climb a ladder of low play equipment,
12. walk up stairs, alternating feet while holding rail,
13. walk down stairs, alternating feet while holding rail,
14. walk up stairs, carrying object in one hand, and without holding rail,
15. walk down stairs, carrying object and without holding rail,
16. walk up and down stairs, carrying an object in each hand.

RUNNING

SKILL: Runs with different movements and speeds.

DEVELOPMENTAL RECORD BOOK: Page 5.

ASSESSMENT METHODS: Observation of child or child's performance.

MATERIALS:

- smooth surface for running
- measured distance of 45 m (150 ft.)
- stopwatch (skills 6, 7 and 8)

DISCONTINUE: After failure on two consecutive skills.

TIME:
Your discretion (skills 1-5)
15 seconds (skill 6)
12 seconds (skill 7)
12 seconds (skill 8)

REFERENCES: The following references were used to sequence running skills and behaviors and to validate developmental ages (see *Bibliography*, pages 246-7):

2:58-9
4:78
7:207-20
8:72
23:65
35:108-16
40:37
42:138-9
46:113
47:141
48:3
51:2

DIRECTIONS: Assess these gross-motor skills (1, 2 and 3, listed below) while the child is at play or during the physical education period. Engage or observe the child in running activities to determine which running skills or patterns best describe those of the child.

1-0 1. Runs stiffly, with some falling.

2-0 2. Runs well, without falling.

3-0 3. Runs smoothly, with changes in speed.

Criteria: The basic difference between walking and running is that when running, both feet leave the ground at the same time. Do not give credit for a hurried walk unless both feet are off the ground at the same time.

Do not give credit for skill 3 if the child loses balance when attempting to start or stop.

You may wish to note if reciprocal arm movement is shown.

4-0 4. Skips on one foot.

5-0 5. Skips alternating feet.

These skills are frequently and easily assessed in kindergarten by having the class skip around the play area.

The skills may also be assessed by demonstrating and by asking the child to skip.

(Continued on page 37)

RUNNING *(continued)*

Continued

DIRECTIONS:

Criteria: A skip combines a step and a hop. Skipping on both feet is a continuous flow (step-hopping with rhythmical alternation of the leading foot).

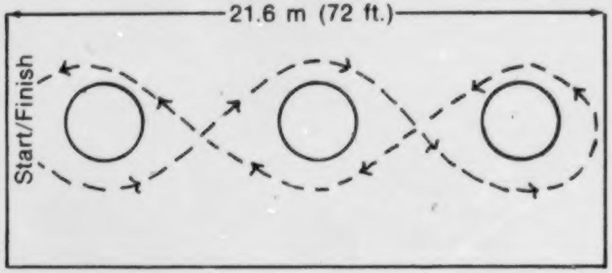
6. Runs 45 m (150 ft.) in 15 seconds.

7. Runs 45 m (150 ft.) in 12 seconds.

Ask the child to run a distance of 45 m (150 ft.). Measure time with a stopwatch.

6-0 8. Runs around obstacles a distance of 45 m (150 ft.) in 12 seconds.$^{7\text{-}0}$

Place three objects such as chairs or traffic cones, as shown in the diagram below. Use a stopwatch to measure the time the child takes to run the pattern.



Resource on Developmental Running Patterns: For an analysis and illustrations of developmental patterns and forms in running, reference *Fundamental Motor Patterns* by Ralph L. Wickstrom (53:23-41).

(B-4B)

OBJECTIVES: By ____(date)____, when requested to do so, and demonstrated by the examiner, if necessary, ____(child's name)____ will . . . (list as appropriate)

1. run stiffly, with some falling,
2. run well, with no falling,
3. run smoothly with changes in speed,
4. skip on one foot,
5. skip on alternate feet,
6. run 45 m (150 ft.) in 15 seconds,
7. run 45 m (150 ft.) in 12 seconds,
8. run around three obstacles a distance of 45 m (150 ft.) in 12 seconds.

JUMPING

SKILLS: Demonstrates different jumping skills.

DEVELOPMENTAL RECORD BOOK: Page 5.

ASSESSMENT METHOD: Observation of child or child's performance.

MATERIALS:

- area appropriate for jumping
- measuring tape
- a line or marker on the floor or ground 5 cm (2 in.) wide and 30 cm (1 ft.) long (skill 3)
- jump rope at least 3 m (10 ft.) (skills 4, 5)

DISCONTINUE: When the competency level for each type of jumping skill has been determined.

TIME: Your discretion.

REFERENCES: The following references were used to sequence jumping skills and behaviors and to validate developmental ages (see *Bibliography*, pages 246-7):

2:58, 63
4:207
5:4
7:220
8:74
21:57
23:65
28:248
33:159
35:106, 115
47:141
53:46

DIRECTIONS: Assess these skills by asking the child to perform different jumping skills. Demonstrate if needed.

2-0 1. Jumps off floor with both feet.

Say: **Jump with both feet like this** *(demonstrate the jump).*

Criterion: Give credit if the child jumps with both feet off the floor and lands without losing balance.

2. Makes consecutive jumps (takes both feet off the surface on each jump without losing balance).

Say: **Jump as many times as you can** *(demonstrating a forward jump with both feet).*

Criterion: Count the number of consecutive jumps (to ten) the child can make, taking both feet off the floor on each jump without losing balance.

3. Broad jumps a certain distance.

Say: **Stand with your toes at the edge of the line** *(demonstrating if needed).*

Say: **Jump as far as you can on both feet** *(demonstrating if necessary).*

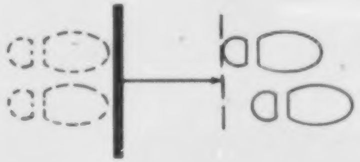
Criterion: Measure and give credit for the distance from the back of the line to the place where the closest heel makes contact with the surface. See illustration on page 39.

(Continued on page 39)

JUMPING *(continued)*

Continued

DIRECTIONS: *(Continued)*



Measure the distance from the back of the line to where the closest heel makes contact.

Criteria: *(Cont.)* Allow two trials and give credit for the longer of the two jumps. Allow the child to do a running broad jump if he/she is able to coordinate it.

4. Coordinates a running jump of a certain height in centimeters (inches).

Hold a jump rope as a hurdle (which is not anchored, but gives on contact) at the height you anticipate the child will be able to jump.

Say: **Run and jump over this** *(demonstrate if needed).*

Adjust the height of the rope until the greatest height is jumped at least once.

Criteria: Credit should not be given unless the child performs the running jump successfully. Do not give credit for stepping over the hurdle.

5. Jumps a rope a number of times without stopping.

Ask the child to stand on one side and then jump a rope turned by two people. Turn the rope slowly so it circles over the child's head and touches the surface near the child's feet in a continuous swing. Count the times the child is able to jump as the rope circles under his/her feet. Allow two trials. Give credit for the highest number of jumps in the better trial.

(B-5B)

OBJECTIVES: By ________ (date), when requested to do so and demonstrated by the examiner if necessary, ________ (child's name) will . . .

(list as appropriate)

1. jump off the floor with both feet,
2. jump ________ *(quantity)* consecutive jumps,
3. broad jump a distance of ________ *(quantity)* centimeters, (________ inches),
4. coordinate a running jump of a height of ________ *(quantity)* centimeters (________ inches),
5. jump a rope ________ *(quantity)* consecutive times.

Resource on Jumping Forms and Patterns: For an analysis and illustrations of developmental patterns and forms in jumping, see **Fundamental Motor Patterns** by Ralph L. Wickstrom (53: 43-69).

HOPPING

SKILL: Demonstrates different hopping skills.

DEVELOPMENTAL RECORD BOOK: Page 5.

ASSESSMENT METHODS: Child's performance.

MATERIALS:
- flat smooth surface for hopping
- ruler, tape measure, or markings on hopping surface

DISCONTINUE: When the child does not attempt skill with the preferred foot or when the highest skill level for hopping on each foot has been determined.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the hopping skills and behaviors and to validate develomental ages (see *Bibliography*, pages 246-7):

4:78
5:4
7:219
8:74
16:43
21:57
23:65
35:115
40:136
47:141
51:2
53:46

DIRECTIONS:

1. Hops on preferred foot:
   (a) ________ hops (b) distance of ________
   Say: **Hop on one foot like this** *(demonstrate).*
   Allow the child to determine which foot is preferred. Evaluate the child's skill for hopping. Give credit for two or more hops and
   Say: **Hop as far as you can on one foot.**
   Measure the distance hopped in consecutive hops and record the distance.
2. Hops on other foot.
   (a) ________ hops (b) distance of ________
   After the skill for hopping on the preferred foot has been determined,
   Say: **Now hop on the other foot as far as you can.**

Criteria: Give two trials for each foot (skill) if needed. Do not give credit if the child loses balance.

HOPPING *(continued)*

(B-6B)

OBJECTIVES: By ________ (date), when requested to do so and demonstrated by the examiner if needed or necessary, ________ (child's name) will . . . (list as appropriate)

1.(a) hop on the preferred foot ________ *(quantity)* hops,

1.(b) hop on the preferred foot a distance of ________ meters *(quantity)* (________ feet and ________ inches),

2.(a) hop on the "other" foot ________ *(quantity)* hops,

2.(b) hop on the "other" foot a distance of ________ meters *(quantity)* (________ feet and ________ inches).

Supplemental Assessment: If the child is successful in hopping a straight distance, you may want to make a supplemental assessment of hopping in a circle, or around the corners of a square.

KICKING

SKILLS: Kicks 23 cm (9 in.) playground ball with different movements.

DEVELOPMENTAL RECORD BOOK: Page 5.

ASSESSMENT METHODS: Child's performance or observation of the child.

MATERIALS:
- playground ball
- an area appropriate for kicking

DISCONTINUE: After failure on one skill.

TIME: Your discretion.

REFERENCES: The following references were used to sequence kicking skills and behaviors and to validate developmental ages (see *Bibliography*, pages 246-7):

2:58
7:207
8:73-4
21:57
23:66
26:156
27:142
42:138

DIRECTIONS: Assess the skills by observing the child while playing with a playground ball, or by asking the child to perform these skills. Demonstrate if necessary.

1-6 1. Kicks a playground ball without losing balance.
Place the ball in front of what appears to be the dominant foot, and

Say: **Kick the ball** *(demonstrating if needed).*

Criteria: The ball should be kicked with enough force to roll at least 1 m (39 in.). The child should remain in balance.

2. Walks up and kicks a stationary playground ball.
This skill involves taking two or more steps before kicking the ball. Place the ball a distance of two or three steps in front of the child, and

Say: **Kick the ball** *(demonstrate if needed).*

Criteria: The ball should be kicked with enough force to roll at least 1 m (39 in.). The child should do this without losing balance.

(Continued on page 43)

KICKING *(continued)*

Continued

DIRECTIONS: *(Continued)*

5-6 3. Takes two coordinated steps and kicks playground ball. The skill requires taking two or more walking or running steps and, without stopping, kicking a standing ball straight forward. The child may not stop or change position. Thus, place the ball at a distance of three or four steps in front of the child, and

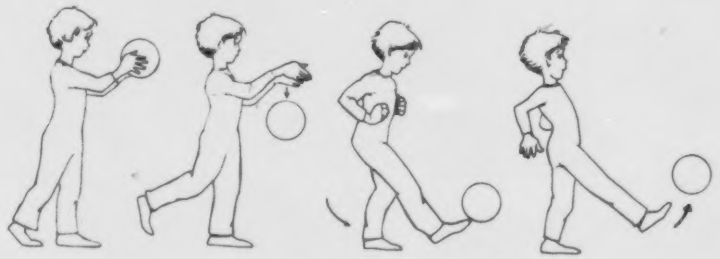
Say: **Without stopping, walk toward the ball and kick it** *(demonstrate if the child is confused).*

Criteria:

a. Child must have a continuous motion of walking and kicking—no stopping.
b. Ball should be kicked with enough force to roll forward a couple of body lengths.
c. Does beginning drop kick.$^{7\text{-}0}$

This skill involves holding the ball out from the body with the hands, taking two or more coordinated steps, dropping the ball and making contact which results in kicking the ball forward in the air or on the ground. This should be done without stopping or losing balance.

Say: **Kick the ball like this** *(demonstrate the drop kick).* See illustration below.



(B-7B)

OBJECTIVES: By ______ (date) when requested to do so and with demonstration by the examiner if necessary, ______ (child's name) will . . .
(list as appropriate)

1. kick a playground ball without losing balance,
2. walk up and kick a playground ball,
3. take at least two coordinated steps and kick a playground ball,
4. do a beginning drop kick with a playground ball.

Notes: If the above kicking skills are performed by the child you may wish to teach and assess the skill of kicking a moving ball as it is rolled toward the child. However, most children are unable to perform this skill until they are above seven years of age.

If the ball is kicked with the knee bent, teach the child to kick with the leg straight.

BALANCE BOARD

SKILLS: Walks balance board using different stepping movements.

DEVELOPMENTAL RECORD BOOK: Page 5.

ASSESSMENT METHODS: Child performance—formal or informal observation.

MATERIALS: Balance beam (board).

Note: This assessment can be made with the balance board commonly used in the school program. A balance board is usually at least 2 m (6 ft. 8 in.) long.

Note that the "two by four" purchased at the local lumber yard may be only 1 1/2 in. x 3 1/2 in., and, therefore, slightly more difficult to master.

For safety, the board should be firmly placed so it will not move or wobble.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence balance board skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

5:4
7:219
8:71

23:68
33:159
46:113-4

DIRECTIONS: Begin assessing the skills listed below at the skill level for which success is anticipated. Give directions for each skill. Demonstrate if necessary. Allow two trials for each skill.

Remove shoes.

Place board with 4-inch side up.

Skills:

1-6 1. Attempts to stand on balance board with one hand held for support.
2-0 2. Walks with one foot on balance board and other foot on the floor.
3. Walks balance board with both hands held.
4. Stands on balance board with both feet without assistance.
3-0 5. Attempts step without assistance.
6. Walks forward using hands to aid in balance.
4-0 7. Walks balance board with hands at side.
8. Walks balance board heel and toe.
9. Walks backward with hands at side.
10. Walks balance board backward toe and heel.
11. Walks forward with eyes focused on a target at eye level. 7-0

Criteria: To receive credit for each skill (except for numbers 1, 4, 5), the child should walk the length of the balance board in at least one of two trials.

BALANCE BOARD *(continued)*

Continued

(B-8B)

OBJECTIVES: By ____(date)____, when requested to do so and with demonstration by the examiner if necessary, ____(child's name)____ will . . .
(list as appropriate) . . .

1. attempt to stand on a balance board with one hand held,
2. walk with one foot on the balance board and the other on the floor,
3. walk the balance board with both hands held,
4. stand with both feet on a balance board without assistance,
5. attempt to walk the balance board without assistance,
6. walk forward on a balance board using hands for balance,
7. walk the balance board with hands at side,
8. walk balance board heel and toe,
9. walk backward with hands at side,
10. walk balance board backward toe and heel,
11. walk forward with the eyes focused on a target at eye level.

CATCHING

SKILLS: Catches a ball thrown or bounced from a distance of 2 m (6 ft. 8 in.) using skills of different developmental levels.

DEVELOPMENTAL RECORD BOOK: Page 6.

ASSESSMENT METHODS: Child performance and observation (formally or informally, such as engaging the child in a game of "catch").

MATERIALS:

- area appropriate for throwing and catching balls (all skills),
- playground ball (skills 1-6),
- tennis ball (skills 7, 8).

DISCONTINUE: After failure on two consecutive skills.

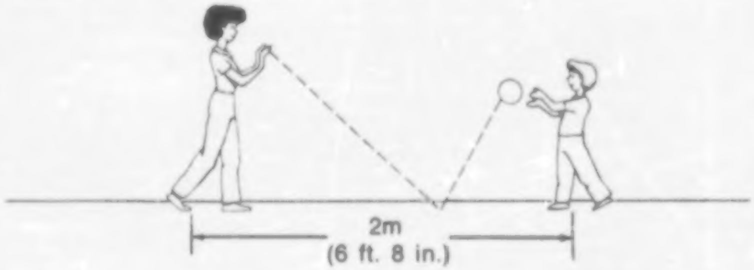
TIME: Your discretion.

REFERENCES: The following references were used to sequence the catching skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:78
7:219-20
8:73
21:75
23:65-6

DIRECTIONS: Assess these skills as informally as possible by observing the child at play or by involving him/her in a game of "catch" with a 9-inch playground ball (or tennis ball for skills 7 and 8).

Make the assessment by requiring the child to stand a distance of 2 m (6 ft. 8 in.) away in a game of "catch." Throw the ball to the child or bounce the ball as illustrated below.



If the child has difficulty catching the ball, ask the him/her to try to catch the ball in a different way. Give specific instructions and demonstrate if necessary. For example, if the child catches the ball by "trapping" it with his/her chest and arms,

Say: **Catch it with your hands like this, instead of using your arms** *(demonstrate).*

Continued

DIRECTIONS: *(Continued)*

3-0 1. Catches bounced playground ball with arms and body.
2. Catches bounced playground ball with hands and chest.
4-0 3. Catches thrown playground ball with arms and body.
5-0 4. Catches bounced playground ball with both hands.
5. Catches thrown playground ball with hands and chest.
6. Catches thrown playground ball with both hands.
7. Catches bounced tennis ball with both hands.
6-0 8. Catches thrown tennis ball with one hand.$^{7\text{-}0}$

Testing Observations: Make observations concerning any difficulty the child may experience in catching. Try to distinguish between tracking errors and motor errors.

a. Tracking errors or difficulties are failures resulting from the hands being in the wrong area for catching the ball.
b. Motor errors or difficulties are failures resulting from being unable to grasp and hold the ball.

Make observations noting if the catch is a "palm catch" or a more difficult "finger catch."

A 9-inch playground ball, inflated sufficiently to bounce, should not be too firm. The child should have an opportunity to handle the ball before the assessment begins.

(B-9B)
OBJECTIVE: By __(date)__, when requested to do so and with demonstration by the examiner if necessary, __(child's name)__ will, from a distance of 2 meters (6 ft. 8 in.) . . . (list as appropriate)

1. with arms and body catch a bounced playground ball,
2. with hands and chest catch a bounced playground ball,
3. with arms and body catch a thrown playground ball,
4. using both hands catch a bounced playground ball,
5. with hands and chest catch a thrown playground ball,
6. using both hands catch a thrown playground ball,
7. using both hands catch a bounced tennis ball,
8. with one hand catch a thrown tennis ball.

Resource Material: For an analysis and illustrations of developmental patterns and forms in throwing, the reader should refer to *Fundamentals of Motor Patterns* by Ralph Wickstrom (53:95-113).

ROLLING AND THROWING

SKILLS: Demonstrates different rolling and throwing skills.

DEVELOPMENTAL RECORD BOOK: Page 6.

ASSESSMENT METHODS: Child performance, formal or informal observation.

MATERIALS:

- area appropriate for rolling and throwing balls (all skills)
- 9-inch playground ball (skills 1,4)
- tennis ball (skills 2,5)
- beanbags (skill 3, but tennis ball may be used if beanbags are unavailable),
- wastebasket (skills 3-6)

DISCONTINUE: After determining the skill level for each of the skill types or at your discretion.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the rolling and throwing skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:78
7:219-20
8:73

21:57
42:138
47:141

DIRECTIONS: Assess these skills as informally as possible by observing the child at play or by involving him/her in a game of "rolling" or "throwing" using each type of ball and beanbag.

[1-6] 1. Rolls playground ball while in sitting position.
With the child in a sitting position, show the ball to the child.
Say **Roll the ball to me** *(demonstrate if needed).*

Criteria: For credit, the ball should go forward without deviating more than 45 degrees from the intended direction. Give a second trial if needed.

2. Hurls ball.
3. Throws objects and follows them visually.[2-6]
To assess skills 2 and 3 listed above: when the child is in a standing position, give a tennis ball, and
Say: **Throw the ball** *(indicate the direction and demonstrate if needed).*

Criteria: The throw should be made without loss of balance and should go forward without deviating more than 45 degrees from the intended direction. Credit for skill 3 should require the child to visually track the ball to its destination. Allow two trials.

(Continued on page 49)

Continued

DIRECTIONS: *(Continued)*

4. Throw the playground ball a distance of:
   $^{2\text{-}6}$2 m (6 ft. 8 in.) $^{3\text{-}0}$3 m (10 ft.) $^{4\text{-}0}$4 m (13 ft. 4 in.) $^{5\text{-}0}$5 m (16 ft. 8 in.)$^{6\text{-}0}$

   Give the playground ball to the child and

   Say: **Throw the ball to me.**

   Stand at the designated distances from the child and ask the child to throw the ball. Measure the distance from the child to where the ball makes contact with the surface. Allow two trials for each of the distances.

   Criteria: Give credit only if the ball is thrown with enough accuracy for you to catch it without changing positions.

5. Throws a tennis ball a distance of:
   $^{3\text{-}0}$2 m (6 ft. 8 in.) $^{4\text{-}0}$3 m (10 ft.) 4 m (13 ft. 4 in.) $^{5\text{-}0}$5 m (16 ft. 8 in.) 6 m (20 ft.)$^{6\text{-}0}$

   Follow the same procedures as indicated above for assessing skill 4, but use the tennis ball instead of the playground ball.
6. Number of beanbag tosses (underhand) into a wastebasket from a distance of 2 m (6 ft. 8 in.) in five attempts:
   $^{5\text{-}0}$1 of 5, 2 of 5, $^{6\text{-}0}$3 of 5, 4 of 5, 5 of 5$^{7\text{-}0}$

   The child should stand behind a line or mark at a distance of 2 m (6 ft. 8 in.) from the wastebasket. Offer the beanbags one at a time and ask the child to toss them into the basket.

   Say: **Toss the beanbag into the wastebasket** *(demonstrate the underhand throw if needed).*

(B-10B)

OBJECTIVES: By _____ (date), when requested to do so and with demonstration by the examiner if necessary, _____ (child's name) will . . .
(list as appropriate)

1. roll a playground ball while in a sitting position,
2. hurl a ball,
3. throw objects and follow them visually,
4. throw a playground ball a distance of ______,
5. throw a tennis ball a distance of ______ ,
6. from a distance of 2 m (6 ft. 8 in.), toss _____ (quantity) beanbags underhand into a wastebasket in five attempts.

Resource Material: For an analysis and illustrations of developmental patterns and forms in throwing, refer to *Fundamentals of Motor Patterns* by Ralph Wickstrom (53:71-93).

BALL-BOUNCING

SKILLS: Bounces different types of balls using different bouncing skills.

DEVELOPMENTAL RECORD BOOK: Page 6.

ASSESSMENT METHODS: Child performance—formal or informal observation.

MATERIALS:

- 9-inch playground ball (skills 1-3)
- tennis ball (skill 4)

DISCONTINUE: After failure on one skill.

TIME: Your discretion.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skills of rolling and throwing. The developmental ages listed in this assessment, therefore, are based on:

1. correlation with normative data for other ball skills
2. Bleck and Nagel's *Physically Handicapped Children* (8:73)
3. response from field testing

DIRECTIONS: When possible, assess these skills by informal observation, or by demonstrating each type of bounce to be assessed and asking the child to perform the skill.

2-0 1. Bounces and catches a playground ball once with both hands.

Present the child with the ball.

Say: **Bounce the ball and catch it** *(demonstrate and give encouragement if needed).*

2. Bounces a playground ball two or more times with both hands.

Say: **Bounce or dribble the ball with both hands** *(demonstrate if needed).*

3-0 3. Bounces a playground ball with one hand a distance of 2 m (6 ft. 8 in.) and catches it with both hands.

Say: **Walk and bounce or dribble the ball** *(demonstrate if needed).*

Ask the child to bounce the ball 2 m (6 ft. 8 in.) along a line. Bouncing the ball on the line is not part of the criteria for credit. The child must catch the ball after dribbling for credit.

4. Bounces a tennis ball once and catches with both hands. 7-0

Present the tennis ball to the child, and

Say: **Bounce the ball and catch it.**

Criteria: Give credit for using either one or both hands, since one-handed catching is a higher level skill.

Continued

(B-11A)

OBJECTIVES: By ____(date)____, when requested to do so and with demonstration by the examiner if necessary, ____(child's name)____ will . . .

(list as appropriate) \

1. bounce and catch a playground ball once with both hands,
2. bounce a playground ball two or more times with both hands,
3. bounce a playground ball with one hand a distance of 2 m (6 ft. 8 in.) and catch it with both hands,
4. bounce a tennis ball once and catch it with both hands (or with one hand, which denotes a higher level skill).

BALL - BOUNCING B. 11A

RHYTHM

SKILLS: Responds to music by exhibiting rhythmic movement of body parts.

DEVELOPMENTAL RECORD BOOK: Page 6.

ASSESSMENT METHODS: Child performance—formal or informal observation (usually in group participation).

MATERIALS:

- music with an appropriate rhythm
- open area for rhythm exercises (walking, galloping, running, etc.)
- rhythm instruments—bells, blocks, stick, etc. (skill 5 only)

(Note: Hand-clapping may be substituted for hand instruments on skill 5.)

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence rhythm skills and behaviors and to validate the developmental ages (see *Bibliography*, pages 246-7):

7:219-20
26:143, 321

DIRECTIONS: Assess these skills informally when possible by observing the child in such activities as:

a. watching TV programs which involve appropriate rhythms,
b. rhythm or music period in school,
c. listening to records,
d. special programs, such as sing-alongs.

If necessary, demonstrate and encourage the child to perform the rhythm skill.

Skills which should be observed and evaluated are listed here:

1-0 1. Whole body rhythmic response to music.
4-0 2. Movement of separate body parts (i.e. tapping foot, nodding head in rhythm, waving hands in rhythm, etc.).
3. Walks to rhythm.
5-0 4. Attempts rhythm (i.e. movement with hand instruments).
5. Keeps time with simple tune with hand instruments.
6. Gallops, jumps and runs in rhythm to simple tunes. 6-0

RHYTHM *(continued)*

(B-12B)

OBJECTIVES: By __(date)__, when provided with the appropriate music, and encouraged to do so, __(child's name)__ will . . . (list as appropriate)

1. **respond to music with whole body rhythmic movements,**
2. **respond to music by movements of separate body parts such as foot tapping, nodding the head or waving the arms,**
3. **walk in rhythm to the music,**
4. **attempt to keep rhythm to the music using hand instruments,**
5. **be able to keep time (tempo) with simple tunes using hand instruments,**
6. **gallop, jump and run in rhythm and tempo with simple tunes.**

Alternate Method of Assessment: Use the parent interview method. As a general lead question,

Ask: **What are some of the body movements or rhythm movements __________ makes when he/she listens to music?**

Evaluate the response to the general lead question and record credit in the *Developmental Record Book* for all skills which the response clearly shows. If information on specific skills is lacking, ask specific questions related to those skills.

WHEEL TOYS

SKILLS: Uses wheel toys.

DEVELOPMENTAL RECORD BOOK: Page 6.

ASSESSMENT METHODS: Parent interview, child performance—formal or informal observation.

MATERIALS: Wheel toys appropriate for the developmental age and the skill being assessed. Such toys include the following:

- pull toy (1-2 years)
- tricycle of appropriate size (3-4 years)
- wagon (2-5 years)
- small-sized bike (5-7 years)
- roller skates (5-7 years)

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the skills and behaviors involving wheel toys, and to validate the developmental ages (see *Bibliography*, pages 246-247):

2:58, 88
4:78
7:207-20
8:70
33:160
35:108
40:136
42:138
47:134

DIRECTIONS: Assess these skills informally when possible by observing the child in play activities with wheel toys. Otherwise involve the child in an activity requiring the respective skill.

1-6 1. Pulls wheel toy.
Give the child a wheel toy which can be pulled by a string, cord, or handle.

Say: **Pull the** __(name of toy)__ *(demonstrate if needed).*

Give credit for toys pulled by the child when walking backward or forward.

2. Sits upon wheel toy to be pushed or pulled.
Place the child in or on the wheel toy (wagon, tricycle, etcetera). Push or pull the toy, steering for the child.

Criteria: This assessment is to determine if the child holds on and adjusts to movements of the toy. Thus, give credit if he/she makes an effort to maintain an appropriate upright position while riding the wheel toy. Steering is not a prerequisite for credit.

3-0 3. Pedals tricycle (not around corners).
Ask the child to pedal a correct-sized tricycle. This task should be performed in an open area which is free of obstructions and will not require difficult steering or turning of corners.

Criteria: Give credit if the child gets on the tricycle without assistance, moves it by pedaling, and stops by using the pedals.

(Continued on page 55)

Continued

DIRECTIONS: *(Continued)*

4. Pedals tricycle.
Ask the child to ride the tricycle in an area which requires skill at pedaling and steering. This task should involve steering the tricycle around corners or obstacles. You may need to direct the route.

4-0 5. Propels wagon with one foot, riding and steering.
Ask the child to ride in the wagon while both pushing himself/herself with one foot and also steering. Demonstrate or explain if needed.

5-0 6. Rides small bike with training wheels.
Ask the child to ride the bike.

Criteria: Give credit if the child can get on the bike, propel it with the pedals, and ride safely without assistance, steering around obstructions.

6-0 7. Rides small bike without training wheels.

Criteria: Give credit if the child can mount the bike, pedal and steer it, turn corners, avoid obstacles, and stop on request.

7-0 8. Roller skates forward 3 m (10 ft.).

Criteria: Give credit if the child can stand balanced on the skates and propel himself/herself for the required distance. Do not give credit for walking on the skates.

(B-13B)

OBJECTIVES: By ________ (date), when provided with the appropriate wheel toy and requested to do so, ________ (child's name) will: . .
(list as appropriate)

1. pull a wheel toy walking forward or backward,
2. sit on or in a wheel toy, holding and maintaining balance as the toy is pushed or pulled,
3. pedal a tricycle of appropriate size (steering around corners is not required),
4. pedal a tricycle of appropriate size and steer around corners,
5. propel a wagon with one foot, riding and steering,
6. ride a small bike with training wheels,
7. ride a small bike without training wheels,
8. roller skate forward 3 m (10 ft.) maintaining an upright, balanced position.

Alternate Method of Assessment: Make this assessment using parent interview when appropriate. As a general lead question,

Ask: **What wheel toys does ________ play with?**
Which ones does he/she pull or ride?

Evaluate the response to the general lead question and give credit in the *Developmental Record Book* for any skill which the response clearly indicates the child can perform. If you lack information about a specific skill, ask questions related to that skill.

C. FINE MOTOR SKILLS AND BEHAVIORS

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INTRODUCTION

Goal of the Fine-Motor Assessment: The goal of this assessment is to obtain the most valid information regarding those fine-motor skills and behaviors which the child can perform with confidence. If the assessment is made for instructional-planning purposes, the assessment should provide answers to the following basic questions:

- Has the child mastered a particular skill enabling instruction/training at a higher skill level to occur?
- Is the additional practice, instruction, training, or development, etcetera needed before we proceed?

Methods of Assessment: The method of obtaining a valid answer to these basic questions varies from case to case. Therefore, with the basic questions in mind, you will need to use your own professional judgment to determine which of the assessment methods listed for each skill are likely to be the most effective.

Definition: Fine-motor behavior is the use of hand and fingers in prehensory grasping and manipulating. (Knobloch)

MANIPULATIVE MATERIALS FOR ASSESSING SKILLS

The materials listed below may be used with the next several pages for assessing and teaching manipulative skills in C-1: *General Eye/Finger/Hand Manipulative Skills.*

The only materials needed are those appropriate for the specific developmental age range of the child. These age ranges are listed in the right column. Most of the materials are available in the school or at home.

Developmental Age Ranges	Skill Number	Skill	Materials
7 months to 3 years	4.	Puts small objects in container.	Container of small objects such as a cup of blocks
	5.	Squeezes squeaking toy with hand.	Squeaking toy
	7.	Picks up small objects with pincer grasp.	Raisin or item of similar size
	8.	Unwraps loosely-wrapped, small objects.	Loosely-wrapped, small object
2 to 4 years	9.	Nests objects graduated in size.	Containers of graduated sizes for nesting or stacking
	10.	Turns knobs.	Toy with knobs or radio
	12.	Makes stirring movement.	Stick, spoon, or other object for making a stirring movement
	13.	Cuts dough or soft clay with cookie cutter.	Play dough or soft clay and cookie cutter
	14.	Strings 3 cm (1 in.) beads.	Six or more 3 cm (1 in.) beads and cord for stringing
	15.	Unscrews and screws 8 cm (3 in.) lid.	Container with 8 cm (3 in.) "screw on" lid
3 to 5 years	16.	Folds paper.	Square sheets of paper 15 cm (6 in.)
	17.	Strings 1 cm (½ in.) beads.	Six or more 1 cm (½ in.) beads and cord for stringing
	19.	Unscrews and screws 1 cm (½ in.) lid.	Container with 1 cm (½ in.) "screw on" lid
	20.	Sorts dissimilar objects.	4 blocks, 4 paper clips, 4 buttons (or other objects)
	21.	Puts paper clip on paper.	Paper clip and 2 sheets of paper
4 to 7 years	22.	Folds paper.	Square sheets of paper 15 cm (6 in.)
	23.	Folds and creases paper diagonally.	Square sheets of paper 15 cm (6 in.)
	24.	Opens lock with key.	Lock and key
	25.	"Sews" through holes in sewing cards.	Sewing cards and string
	26.	Opens and closes large safety pin.	Large safety pin
	27.	Builds structure with blocks, etc.	Tinker toys or building blocks
	28.	Uses pencil sharpener.	Pencil, pencil sharpener
	29.	Uses eraser.	Pencil eraser
	30.	Dials telephone.	Telephone
	31.	Drives large nails in soft wood.	5 cm (2 in.) long nails, hammer, soft wood, scraps
	32.	Draws line with ruler.	Ruler or straight edge, pencil
	33.	Threads large needle.	Large needle and thread

GENERAL EYE/FINGER/HAND MANIPULATIVE SKILLS

SKILLS: Demonstrates manipulating skills requiring eye/finger/hand coordination.

DEVELOPMENTAL RECORD BOOK: Page 7.

ASSESSMENT METHODS: Parent interview, child observation.

MATERIALS: The materials needed for this assessment can be found in most schools and homes. Select only those materials from the list on page 58 that are appropriate to the developmental range of the child.

You will need a comprehensive collection of materials if you are performing wide-range assessments at all developmental levels. This inventory considers 33 skills for developmental ages between seven months and seven years.

If the assessment is of the functional type used in program planning, the materials should be similar to those used in the home and school.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion, unless indicated, as in skills 14 and 17.

REFERENCES: The following references were used to sequence the eye/finger/hand manipulative skills or behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:50, 63
4:77, 82
5:3, 5, 8
7:206-7, 220
8:74-7
21:57
26:114, 156
27:190-2, 208
28:108
33:155
35:62, 72-4
40:137
42:137
47:120
50:71, 81

DIRECTIONS: The child normally performs most of the skills assessed here in a natural environment—play, pre-school, school, or home. Much of the assessment can be made by providing the appropriate materials and observing the child's subsequent reaction to them.

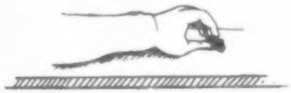
Many parents know of experiences that indicate the manipulative skills of their children. Thus, some of the assessment can be done by parent interview.

Use any combination of the methods of assessment listed on page 26.

The first three skills listed below can usually be observed and evaluated as the child manipulates a toy, piece of candy, or while attempting to pick up a raisin placed on a table.

0-7 1. Has inferior pincer grasp.

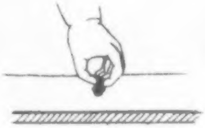
1.



2. Pokes or examines objects with index finger.

3. Has a neat pincer grasp.

3.



Inferior pincer grasp: This skill (which begins as the palmar grasp) is a "disappearing" skill. The child goes from clutching an object between fingers and palm (palmar grasp) to using the thumb and index finger (pincer grasp). The pincer grasp is "inferior" when the child must use the arm for support, and when the index finger is not adequately developed for efficient use. The grasp is "neat" when arm support is no longer necessary. (See "Prehension Abilities" on page 3, "Palmar grasp" on page 8 and "Intermediate grasp" on page 10 for additional details.)

(Continued on page 60)

Continued

DIRECTIONS: *(Continued)*

Pokes with index finger: This skill appears as the movement of the index finger becomes independent of the other fingers. The index finger is straight and the others are closed or bent.

Neat pincer grasp: The index finger is adept and developed for proficient use in picking up objects with thumb opposition, with finger and thumb curving easily, and without the need for arm support.

4. Puts small objects into containers (such as blocks into cups).
   The primary purpose here is to determine the presence of a voluntary release of grasp. Show several blocks in a container. Empty the container. Demonstrate putting the objects in the container while encouraging the child to help. Do not give credit if a controlled release of grasp is not evident.

5. Squeezes squeaking toy with hand.
   Squeeze the toy several times to make it squeak. Then give the toy to the child and encourage him/her to squeeze it.

6. Follows with eyes as hands or objects in hands move.
   This skill can usually be observed while you assess other skills.

7. Pick up small object, such as a raisin with pincer grasp.
   Place a raisin or a similar-sized object on a flat surface and encourage the child to pick it up. Do not give credit for the palmar grasp, but only for the pincer grasp.

1-0 8. Unwraps loosely-wrapped, small object.
   Wrap paper and twist the ends lightly around a block or other small object. Give it to the child. Encourage him/her to unwrap it.

2-0 9. Nests or stacks objects graduated in size.
   Show nestad or stacked objects. Disassemble them as the child watches. Demonstrate nesting or stacking and encourage the child to do the same.

10. Turns knobs (such as TV, radio, toy, etc.).
    Parents usually know whether or not their child performs this skill. It can also be assessed by asking the child to turn a knob found in the home.

11. Turns door knobs to open door.
    Parents usually know whether or not their child can perform this skill. It can also be assessed by asking the child to open a door with a simple knob within easy reach.

(Continued on page 61)

Continued

DIRECTIONS: *(Continued)*

12. Makes stirring movement.
Demonstrate this skill (preferably with cooking toy, or other object). Ask the child to make the stirring movement.

13. Cuts dough or soft clay with cookie cutter.
Flatten the dough or clay. Demonstrate the skill for the child. Ask him/her to perform the skill.

2-6 14. Strings 25 mm (1 in.) beads.
Show the beads and cord. Demonstrate the skill, if necessary, and then ask the child to perform it. Give credit if the child strings the beads at a minimum rate of two beads per minute.

15. Unscrews and screws 75 mm (3 in.) lid.
Show the container to the child. As he/she watches, remove the lid (unscrewing) and replace it (screwing). Give the container to the child with the lid on (not tightly) and ask him/her to unscrew it. If the lid is removed, ask the child to screw it back on. This assessment determines if the child can coordinate the screwing movement. It is not a test of strength. Thus, the lid should be loose.

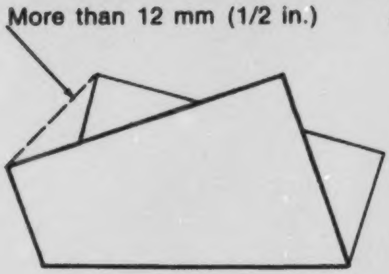
3-0 16. Folds paper.

Say: **Watch what I do.**

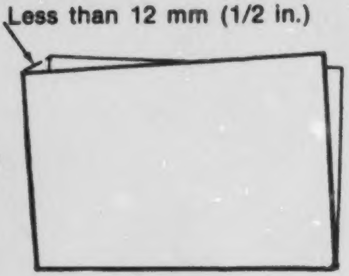
With the child watching, fold a sheet of paper in half. Then give a sheet to the child, and

Say: **Now you do it.**

Criteria: Give credit if the paper is folded in half so that the corners are within 12 mm (1/2 in.) of each other when folded. (The child may use the whole hand or fingers. If fingers only are used, give credit also for skill 22.)



No Credit



Credit

17. Strings 12 mm (1/2 in.) beads.
Use the same procedure as you did for skill 14.
Caution: Some children attempt to put beads of this size in their mouths. When assessing, use caution so this does not occur.

3-6 18. Winds up toy.
Parents usually know if the child can perform this skill. The skill can also be assessed by providing a wind-up toy and asking the child to wind it. Demonstrate if necessary.

(Continued on page 62)

Continued

DIRECTIONS: *(Continued)*

19. Unscrews and screws 25 mm (1 in.) lid.
Show the child the container. As he/she watches, remove the lid (unscrewing) and replace it (screwing). Give the container to the child with the lid screwed on loosely and ask him/her to unscrew it. If the lid is then removed, ask the child to screw it back on. This assessment determines if the child can coordinate the screwing movement. It is not a test of strength. Thus, the lid should be loose.

20. Sorts dissimilar objects.
Place a cluster of twelve objects of three different types (such as four blocks, four paper clips and four buttons) on a flat surface in front of the child.

Say: **Divide or sort the objects. Put the _________ here, the _________ here and the _________ here** *(demonstrate by placing one of each type of object in three different locations).*

Criterion: The child should complete the sorting activity within two minutes (after you have separated the first objects) without error.

4-0 21. Puts paper clip on paper.
With a paper clip and two sheets of paper in your hands,

Say: **Watch what I do.**

With the child watching, clip the two sheets of paper together with the paper clip. Then separate them and give them to the child.

Say: **Now you do it.**

Criterion: For credit, the child must clip the paper with the edges even. If the task is performed with great difficulty, do not give credit, but identify the task as an objective for subsequent practice.

22. Creases paper with fingers.
If the child creased the paper for skill 16 with the fingers, give credit for this skill. If he/she did not crease the paper with the fingers, demonstrate the skill, and

Say: **Crease it with your fingers.**

5-0 23. Folds paper diagonally and creases it.

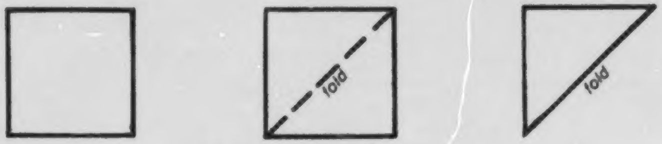
Say: **Watch what I do.**

With the child watching, form a triangle by folding a square sheet of paper diagonally. Fold the paper again forming a triangle half the size of the first triangle. See diagram.

Then give a square sheet of paper to the child, and

Say: **Now you do it.**

Criterion: Give credit if the child creases the paper and forms a triangle. If in doubt, identify the skill as an objective and plan to practice it.



(Continued on page 63)

Continued

DIRECTIONS: *(Continued)*

24. Opens lock with key.
    Parents usually know if their child can perform this skill. It can also be assessed by asking the child to open a lock within easy reach. The skill may have a functional use as in unlocking a file. Thus, a bike lock also may be used. Be sure the key operates the lock easily, as strength is not being tested.

25. Sews through holes in sewing cards.
    Demonstrate and then present the sewing card and cord or string, and

    Say: **Sew this string in the card.**

26. Opens and closes large safety pin.
    Say: **Watch what I do.**

    With the child watching, open and close the large safety pin. Then give it to the child,

    Saying: **Now you do it.**

    The teacher or parent may wish to assess this skill in a functional manner, such as with pinning torn clothes.

27. Builds structure with blocks, Tinker Toys, Lego, etc.
    This assessment often can be made by observation, or by parent interview.

28. Uses pencil sharpener.
    Make this assessment by observation. Can the child sharpen a pencil?

29. Uses eraser.
    Make this assessment by observation. Does the child use an eraser to make corrections neatly?

30. Dials telephone.
    Parents usually know if the child can perform this skill.
    In assessing this skill, provide the number in writing since obtaining or remembering the number is not being assessed. The phone used should be of the type familiar to the child.

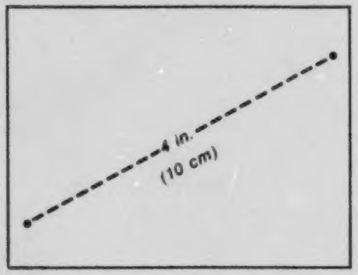
31. Drives large nails in soft wood.
    Parents and the teacher usually know of the child's experience in using a hammer and nails and the degree of success achieved.
    Criterion: For credit the child should hammer a 4 cm (1 1/2-2 in.) nail into two 20 mm (3/4 in.) boards, nailing them together.

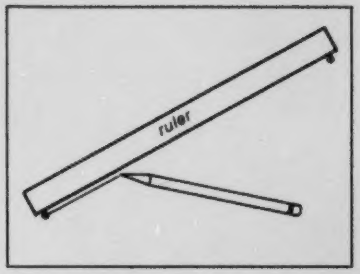
(Continued on page 64)

Continued

DIRECTIONS: *(Continued)*

32. Draws line with ruler.
Place two dots about 10 cm (4 in.) apart on a sheet of paper.





Say: **Watch what I do.**

With the child watching, place the ruler between the two dots and draw a line with a pencil connecting the two dots.

Then make two dots about the same distance apart on another piece of paper and give the paper, the ruler and the pencil to the child.

Say: **Now you do this one.**

Criterion: The task should be done without difficulty. If there is great difficulty, identify the skill as an objective for practice.

33. Threads large needle.[7-9]
Parents usually know if their child can perform this skill. It may be assessed by first demonstrating the skill and then asking the child to do it.

(C-1F)

OBJECTIVES: By ___(date)___, when provided with appropriate materials (preferably those of the type found in the child's school or home) and requested to do so, __(child's name)__ will .. (add as appropriate)

1. use an inferior pincer grasp,
2. poke or examine objects with the index finger,
3. use a neat pincer grasp,
4. put objects such as blocks in a container with a voluntary release of grasp,
5. make a squeaking toy sound by using the hands,
6. visually follow the movements of the hands or an object in the hand when performing manipulative skills,
7. pick up a small object such as a raisin with a pincer grasp,
8. unwrap a small, loosely-wrapped object,
9. "nest" or stack objects such as cups or boxes of gradated sizes,
10. turn knobs on the TV, radio, or toys,
11. turn a door knob within easy reach to open a door,
12. make a stirring movement with a spoon, stick, etc.
13. cut dough or soft clay with a cookie cutter,
14. string 2.5 cm (1-in.) beads at a minimum rate of two per minute,
15. unscrew and screw a 7.5 cm (3-in.) lid on a container,
16. fold a square sheet of paper in the middle so the corners are within 1.3 cm (1/2-in.) of matching,

(Continued on page 65)

Continued

(C-1F)
OBJECTIVES: *(Continued)*

17. string 1.3 cm (1/2-in.) beads at a minimum rate of two per minute,
18. wind a wind-up toy so it will operate,
19. unscrew and screw a 2.5 cm (1-in.) lid on a container,
20. sort dissimilar objects such as blocks, paper clips and buttons,
21. use a paper clip to clip two pieces of paper together,
22. crease paper with the fingers,
23. fold a square sheet of paper 15 cm x 15 cm (6 in. x 6 in.) diagonally twice to form triangle after seeing a demonstration by the examiner,
24. use a key to unlock a lock,
25. sew a string through the holes of a sewing card,
26. open and close a large safety pin after seeing the examiner demonstrate the skill,
27. use Tinker Toys, Lego or blocks for building a structure,
28. use a pencil sharpener,
29. use an eraser for erasing pencil marks on paper,
30. dial a telephone number given in writing,
31. drive nails in soft wood,
32. use a ruler for drawing a line between two dots,
33. thread a large needle.

Supplementary Assessment: Fine motor skills not included in the assessment procedures or in the *Developmental Record Book* which may be assessed are listed below:

1. **Use of egg beater:** First, demonstrate the turning of the egg beater. Then ask the child to do it.
2. **Place clothes pins on a wire or the side of a can.**
3. **Fold a letter and insert it in an envelope.**
4. **Alternate touching the thumb with each finger.**

Add in the note section of the *Developmental Record Book* any further fine motor skills you choose to include and which you feel can be appropriately assessed.

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BLOCK TOWER BUILDING

SKILLS: Can stack 25 mm (1 in.) blocks to build tower.

$^{0\text{-}7}$ 1. Picks up cubes
2. Places blocks on flat surface, with voluntary release
$^{1\text{-}0}$ 3. Attempts to build tower
4. Builds tower with following number of blocks:

2 3 4 5 $^{2\text{-}0}$6 7 8 9 $^{3\text{-}0}$10$^{4\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 7.

ASSESSMENT METHODS: Child performance—formal or informal observation.

MATERIALS:

- Twelve 25 mm (1 in.) cube blocks
- A level, firm building surface

DISCONTINUE: After two successful trials.

TIME: Your discretion.

ACCURACY: Give credit for the number of blocks the child can stack in a single column without toppling it.

REFERENCES: The following references were used to sequence building block skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:50-63
5:6
7:207
8:75-6
21:56
26:130
27:195
35:64, 84, 106
46:137-8
48:2-3
50:68

(C-2)

OBJECTIVES: By ____(date)____, when presented with 25 mm (1 in.) cube blocks and requested and encouraged to do so, ____(child's name)____ will . . . (add as appropriate)

1. pick up a block,
2. place blocks on a flat surface with a voluntary release,
3. attempt to build tower,
4. build a tower ____(quantity)____ blocks high in two trials.

DIRECTIONS: Place four 25 mm (1 in.) blocks on the table before the child.

If the child is developmentally below one year of age, see if the child can pick up a block. If he/she does pick it up, ask or encourage the child to place it on the flat surface. Observe to determine if the release is voluntary and controlled.

If the child is developmentally above one year of age,
Say: **Watch what I do.**

With the child watching, begin stacking the blocks. Stack four blocks to form a tower. Then give four blocks to the child.

Say: **Now you make one. Make one like mine. Make it as high as you can.**

Provide as many blocks as needed. Encourage the child to build the tower carefully. Give a second trial if needed.

Continued

Supplementary Assessment: You may wish to make the supplementary assessment of "Imitating Block Structures" illustrated below. This is a much more complex skill than tower-building, which is primarily a fine-motor skill. "Imitating Block Structures" integrates skills of perception, number concepts, and sequencing.

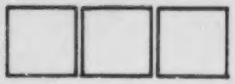
Say: **Watch what I do.**

With the child watching, construct a block structure. Then present the child with blocks. Retain the model.

Say: **Build one like mine.**

Variation: Follow the above procedure, but screen the model after ten seconds (or longer). Encourage the child to construct from memory.

1.



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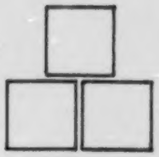

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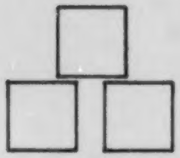

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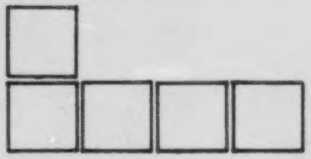

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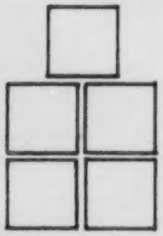

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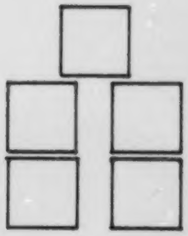

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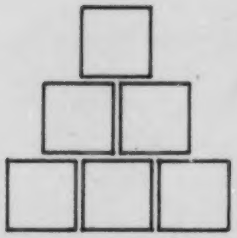

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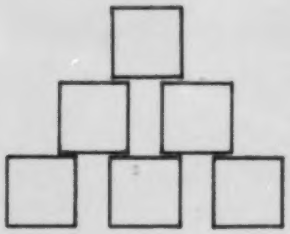


PUZZLES

SKILLS: Assembles puzzles.

1. Completes simple geometric inset puzzle (circle, triangle, square)$^{3\text{-}0}$
2. Completes inset puzzle of following number of pieces:

   3-5$^{4\text{-}0}$ 6-10 11-15 $^{5\text{-}0}$16-20$^{6\text{-}0}$

3. Completes puzzles (not inset) of following number of pieces:

   $^{5\text{-}0}$12 or less $^{6\text{-}0}$12-25 26-50$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 7.

ASSESSMENT METHODS: Child performance—formal or informal observation.

MATERIALS: Puzzles appropriate for the developmental age level being assessed. The developmental ages in the above skill list will guide you in assessing the skill level of the child in assembling puzzles.

DISCONTINUE: After determining the most complex puzzle that can be assembled in one sitting without much frustration.

TIME: The puzzle should be assembled in a period matching the attention span of the child and within one sitting or working period.

ACCURACY: Give credit for the age level which is comparable to the most complex puzzle assembled in one sitting.

REFERENCES: Published material data for puzzle-assembling did not yield sufficient data to fully validate the developmental ages. The developmental ages listed are based on:

1. Ames' *Child Care and Development* (2:88)
   Berry's *Language Disorders of Children* (7:219)
   Terman and Merrill's *Stanford-Binet Intelligence Scale* (50:67, 71)
2. age levels which commercial suppliers designate on their puzzles
3. response from field testing

DIRECTIONS: Present an assembled puzzle as complex as you feel the child will attempt with confidence and resulting success. Use the developmental ages noted for the puzzles listed above to determine the levels of difficulty in selecting the puzzles most suited for assessment of the child.

Say: **I want you to put this puzzle together.**

First show a picture of the puzzle to the child. Then place the pieces in random order before the child. Give encouragement but no assistance.

See "accuracy" and "time" in the left column.

(C-3)
OBJECTIVES: By ____(date)____, when shown an assembled puzzle and the puzzle is disassembled, ____(child's name)____ will on request in one sitting, assemble each of the following puzzles . . . (list as appropriate)

1. an inset puzzle of simple geometric designs,
2. an inset puzzle of ____ to ____ pieces,
3. a puzzle (not inset) of ____ to ____ pieces.

SKILL: Demonstrates pre-handwriting skills.

DEVELOPMENTAL RECORD BOOK: Page 8.

ASSESSMENT METHOD: Child performance—formal or informal observation.

MATERIALS:

- primary pencil
- red primary crayon
- unlined paper such as newsprint
- reproduced copies of page C-72

DISCONTINUE: After two consecutive failures.

TIME: Your discretion.

ACCURACY: Give credit for all skills which in your opinion the child adequately demonstrates and does not need additional practice, encouragement and time to develop.

REFERENCES: The following references were used to sequence pre-handwriting skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:62-3
5:5
7:207-19
8:76-8
27:192
35:84, 106
42:138
48:2

DIRECTIONS: Much of this assessment may be made informally by:

a. Observing what uses the child makes of pencils, crayons, and paper available to him/her such as how pencil is held, kinds of markings, attempts at drawing, etc.
b. Evaluating samples of pictures as to coloring within lines, printing names on pictures, etc.
c. Asking the child to do the activities on the child page or a similar activity which would prompt the child to exhibit the skills being assessed.
d. Any combination of the above.

The skills listed below can typically be observed and assessed by presenting the child with an unlined sheet of paper, a primary (large) pencil and a crayon.

Say: **Draw a picture or write.**

Give encouragement and demonstrate as observations are made for the skills listed below.

1-0 1. Holds crayon/pencil in fist and makes incidental marks.

2. Imitates scribble.

3. Makes purposeful marks with crayon—may go off page.

2-0 4. Scribbles—seldom goes off page.

5. Holds pencil/crayon with fingers—not correctly, but not with fist.

(Continued on page 71)

Continued

DIRECTIONS: *(Continued)*

3-0 6. Attempts to draw a ball or apple when demonstrated.

Say: **Draw an apple or ball** *(demonstrate if necessary).*

Criterion: Give credit for a complete circle, drawn within 12mm (½ in.) of closure.

4-0 7. Traces along a vertical line.
Draw a vertical line about 10 cm (4 in.) long on a sheet of paper. Show it to the child, and

Say: **Watch what I do.**

With the child watching, trace the vertical line.

Say: **Now you do it. Mark on the line.**

Give encouragement. Draw a second vertical line. Allow a second trial if needed.

Criterion: Do not give credit if the child's line deviates from the line being traced by more than 6 mm (1/4 in.).

8. Traces along a horizontal line.
Use the same procedure as for skill 7, but draw a horizontal line to be traced by the child.

5-0 9. Grasps pencil correctly.

Note: Give credit if the child grasps the pencil as most people do—between the thumb and two adjoining fingers. However, if the child grasps the pencil differently, you may wish to give credit if it appears to be the natural and comfortable grasp for the child.

Note on skills 10-13: Assess skills 10-13 by using the materials on page C-72. You may wish to reproduce and cut out the material so the skills can be assessed in small groups by adapting the directions as needed.

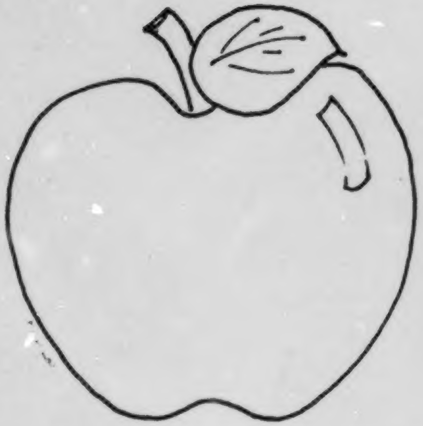
You can also reproduce page C-72 for individual administration. As an option, the page may be covered with acetate and used by the child with an acetate marker or grease pencil. For the child to whom the whole page is visually confusing, screen parts of the page or cut the page into sections.

(Continued on page 72)

207

208

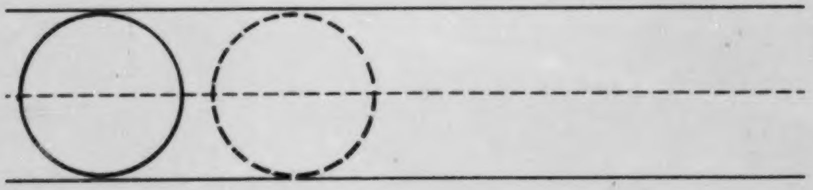
Skill 10



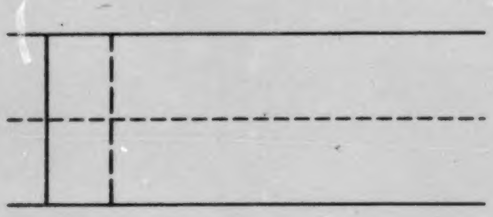
Skill 11

BOAT

Skill 12



Skill 13



Continued

DIRECTIONS: *(Continued)*

See instructions on page 71 for using page C-72 to assess skills 10-13.

10. Colors apple staying within the lines.
Direct the child's attention to picture of the apple, and provide a red or yellow crayon.
Say: **Color the apple. Do the best you can to stay inside the lines.**
Criteria: Give credit for coloring which does not extend beyond the outer limits of the bold lines more than twice.

11. Traces letters.
Present a pencil and the copy of the letters on page C-72 to the child.
Say: **This is a word that says "boat." Trace or mark on these letters** *(demonstrate tracing on the first letter if necessary).*
Criteria: Give credit if the child experiences no difficulty with:
    a. staying on the line,
    b. starting and stopping the tracing,
    c. changing directions.

12. Makes circles between writing lines.
Present or point to the circles on page C-72, and
Say: **Make some o's or circles between the lines. Trace these two and then make two more.**
Criteria: Give credit if the bottom and top of the circles touch the lines or are within 3 mm (1/8 in.) of the lines.

13. Makes vertical lines between writing lines.
Point to the vertical lines on page C-72 and
Say: **Make some lines going down like this. Trace these two lines and then make two more.**
Criteria: Give credit if the top and bottom of the lines drawn are within 3 mm (1/8 in.) of touching the line.

14. Copies first name.[6-0]
Print the child's first name on a piece of paper. Give the paper and a pencil to the child. Provide a space for this task.
Say: **Copy your name. Copy it here** *(point to the space under the printed name).*
Criteria: Give credit if all letters are legible. Do not penalize for reversals if legible.

211

212

Continued

(C-4D)

OBJECTIVES: By ______(date)______, when presented with the appropriate materials, asked to and shown how if necessary, ______(child's name)______ will . . . (list as appropriate)

1. hold a crayon or pencil with his/her fist and make incidental marks,
2. imitate scribble,
3. make purposeful marks with a crayon or pencil but may go off the page,
4. scribble, seldom going off the page,
5. hold pencil or crayon with fingers—perhaps awkwardly, but without fist,
6. draw an apple or a circle,
7. trace along a vertical line using a pencil or crayon,
8. trace along a horizontal line using a pencil or crayon,
9. grasp a pencil or crayon conventionally, or comfortably and naturally for him/her,
10. color with a crayon staying within lines,
11. trace letters with a pencil or crayon,
12. make circles between writing lines,
13. make vertical lines between writing lines,
14. copy his/her first name legibly.

NOTES:

a. **Learning to write involves:**
   - smooth motor coordination of eyes and hands,
   - control of arm, finger and hand muscles,
   - accurate perception of the symbol pattern (letter formation),
   - visual retention,
   - controlled temperament.

   Difficulty in handwriting will probably occur if one or more of the above are lacking.

b. **Dysgraphia**—term frequently used when discussing children (or adults) who have difficulty writing.

c. **Possible cultural discrimination:** This assessment is often discriminatory for children without previous experience with writing or drawing material.

DRAW A PERSON

SKILL: Draws a person with recognizable, distinct body parts.

1. Number of body parts present in picture:
   $^{4\text{-}0}$2 3 $^{5\text{-}0}$4 5 6 $^{6\text{-}0}$7 8 9 10$^{7\text{-}0}$
2. Body parts included in picture:
   head legs eyes nose mouth trunk
   hands ears neck feet arms

DEVELOPMENTAL RECORD BOOK: Page 8.

ASSESSMENT METHOD: Child performance.

MATERIALS:

- pencil (preferably a primary type)
- unlined sheet of paper

DIRECTIONS: Give the child a pencil and a sheet of unlined paper.

Say: **I want you to draw a picture of a person on this sheet of paper. Draw a picture with as many parts of the body as you can.**

Do not suggest the sex or age, but if the child asks,

Say: **It can be a man, woman, boy or girl.**

Give encouragement if needed. Do not demonstrate or coach by drawing an example.

DISCONTINUE: When the child has drawn as many body parts as he/she is aware of and can draw.

TIME: Allow the child as much time as profitable for drawing, studying and evaluating the picture.

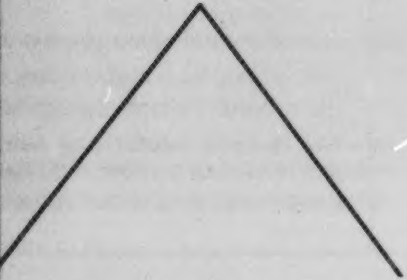
ACCURACY: Give credit for each identifiable body part drawn in the picture.

REFERENCES: The following references were used to sequence the person-drawing skills or behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:63
4:78
8:78
21:56
35:116
42:139-40
47:147

(C-5)

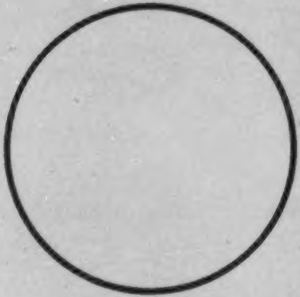
OBJECTIVES: By ____(date)____, presented with a sheet of unlined paper and a pencil and requested to draw a picture of a person, ____(child's name)____ will draw a picture of a person with ____(quantity)____ identifiable body parts.



(d)

(c)

(b)



(a)

DESIGNS

SKILLS: Imitates or copies designs.

1. Imitates models drawn
   (a)$^{2\text{-}0}$ ○ (b) | (c) — (d) ∨
   (e)$^{3\text{-}0}$ + (f)$^{4\text{-}0}$ □ (g)$^{5\text{-}0}$ △ (h)$^{6\text{-}0}$ ▭ $^{7\text{-}0}$
2. Copies models printed
   (a)$^{2\text{-}6}$ ○ (b) | (c) — (d) ∨
   (e)$^{3\text{-}6}$ + (f)$^{4\text{-}6}$ □ (g)$^{5\text{-}6}$ △ (h) ▭ $^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 8.

ASSESSMENT METHOD: Child performance.

MATERIALS:

- primary pencil
- sheets of unlined paper
- copies of the designs on C-75 and C-76

Note: Copies of the designs on pages C-75 and C-76 may be reproduced and cut for presenting individually. The child may copy the design in the space beside each design.

DISCONTINUE: After failure to imitate or copy one design in two trials.

TIME: Your discretion.

ACCURACY: Give credit for each design that is copied from the model or imitated from the one you draw which meets the scoring criteria on page 76.

REFERENCES: The following references were used to sequence design-drawing skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:2-3
4:78
5:8
7:207-20
8:78
21:56
26:63, 156
35:98-116
42:138-40
47:141
48:3-4
50:73, 82, 87
51:3

DIRECTIONS: You may wish to begin with the copying, an activity that requires higher skill. If the child is successful in one of two trials in copying the model which meets the scoring criteria on page 76, give credit for both imitating a lower level skill, and for copying.

Give the child a pencil and sheet of unlined paper (or copies of C-75).

Say: **I want you to draw some designs for me.**

Point to each design on page C-75, and

Say: **Draw one like this. Draw yours here** *(pointing to the area on the sheet where you wish the child to draw the design).*

Pause after pointing to each design, for the child to draw the design. Encourage a second attempt if the child is unsuccessful at first.

If the child is unsuccessful,

Say: **Watch me draw it.**

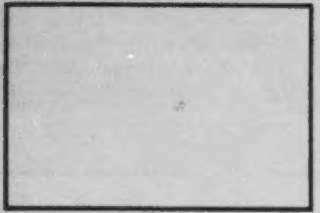
With the child watching, draw the design slowly.

Say: **Now you draw it.**

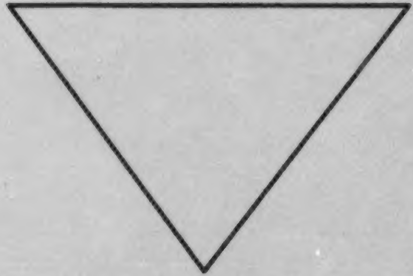
Give credit for skill one, "imitates," if the child is successful after watching you complete the design.

If the child is successful in imitating or drawing the designs on page C-75, continue with the more advanced designs on page C-76.

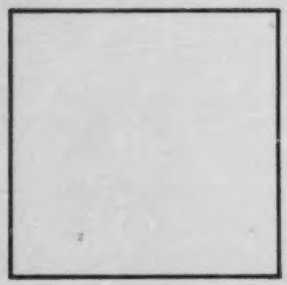
(Continued on page 76)



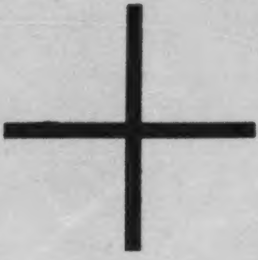
(h)



(g)



(f)



(e)

DESIGNS *(continued)*

Continued

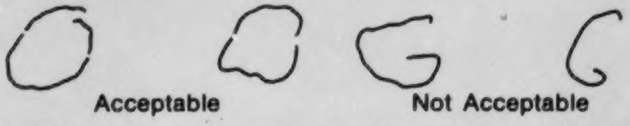
NOTES:

a. **Methods of Saving Time in Assessment:** Use any one or a combination of these methods in assessment.

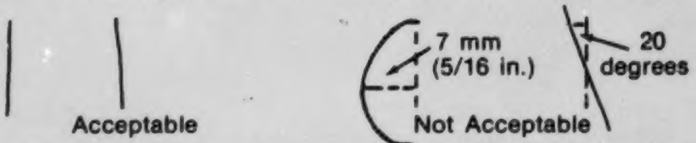
- Adapt the **DIRECTIONS** for small group administration,
- Assess at only one skill level—*"imitates"* or *"copies,"*
- Assess the copying skill level first. If the child is successful, give credit for imitating the same design since imitating is a lower level skill.
- Begin the assessment at the highest skill level for which you expect success. Give credit for lower level designs if the child is successful at the higher level.

b. **Scoring Criteria:** The following criteria together with your professional judgment will guide you in scoring. Remember the recommended practice is—*If in doubt, don't give credit but identify as an objective.*

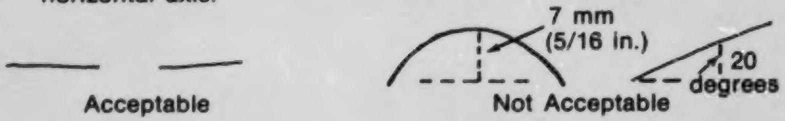
1. **CIRCLE:** The child must achieve a circular form. Complete closure is not required but shape should be nearly round.


Acceptable
Not Acceptable

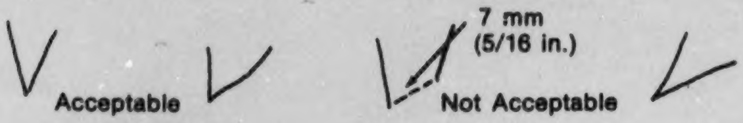
2. **VERTICAL LINE:** The line should not curve in excess of 6 mm (1/4 in.) nor deviate more than 15 degrees from the vertical axis.


Acceptable
7 mm
(5/16 in.)
20
degrees
Not Acceptable

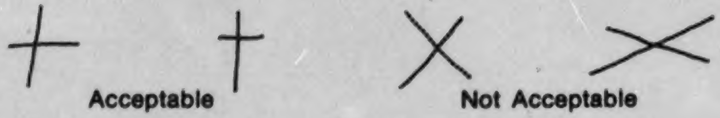
3. **HORIZONTAL LINE:** The line should not curve in excess of 6 mm (¼ in.) nor deviate more than 15 degrees from the horizontal axis.


7 mm
(5/16 in.)
20
degrees
Acceptable
Not Acceptable

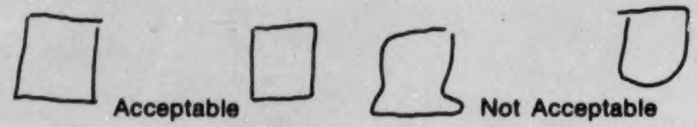
4. **V:** The two lines should intersect or be within 6 mm (l/4 in.) of intersecting. One line should be on each side of the vertical axis with one line not more than twice the length of the other.


7 mm
(5/16 in.)
Acceptable
Not Acceptable

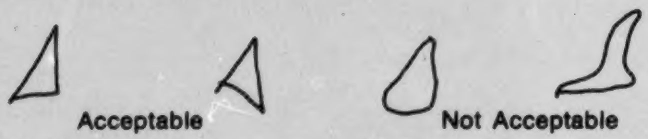
5. **CROSS OR PLUS:** Design should resemble a + more than an ×. Angles should not be more than 105 degrees or less than 75 degrees.


Acceptable
Not Acceptable

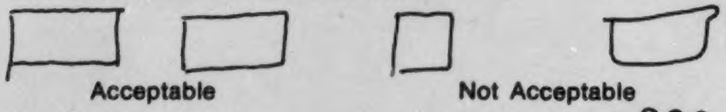
6. **SQUARE:** Corners should not be rounded or form "ears." Lines should not be curved.


Acceptable
Not Acceptable

7. **TRIANGLE:** Corners must not be rounded or form "ears." Lines should not be curved.


Acceptable
Not Acceptable

8. **RECTANGLE:** Corners must not be rounded or form "ears." Lines must not be curved. Length and width dimensions must differ so as not to resemble a square.


Acceptable
Not Acceptable

Continued

OBJECTIVES:

(C-6C:1)

IMITATES: By ____(date)____, after watching the examiner draw each of the designs listed below and by using a primary pencil and unlined paper, ____(child's name)____ will imitate each design. The designs to be imitated include . . . (list as appropriate)

1. circle
2. vertical line
3. horizontal line
4. "v"
5. cross or plus
6. square
7. triangle
8. rectangle

(C-6C:2)

COPIES: By ____(date)____, when provided with a primary pencil, unlined paper and the designs listed below presented one at a time with the request to copy them, ____(child's name)____ will copy them meeting the criteria indicated on page 76. The designs to be copied include . . . (list as appropriate)

1. circle
2. vertical line
3. horizontal line
4. "v"
5. cross or plus
6. square
7. triangle
8. rectangle

CUTTING WITH SCISSORS

SKILLS: Uses scissors on different patterns and materials.

DEVELOPMENTAL RECORD BOOK: Page 9.

ASSESSMENT METHODS: Child performance—formal or informal observation.

MATERIALS:

- scissors appropriate for the child. (Scissors should be of the correct size, in good condition and of the preferred handedness. Many left-handed children, however, learn to use right-handed scissors, and will have less dexterity with left-handed ones.)
- half sheets of unlined paper (skills 3, 4, and 5)
- reproduced copies of child pages C-79 and C-80—preferably with the patterns cut so they can be presented individually
- cardboard and cloth (required for skill twelve only)

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

ACCURACY: See criteria listed for skills.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skills of cutting with scissors.

The developmental ages are based on:

1. Bleck and Nagel's *Physically Handicapped Children* (8:76-7).
2. Responses from field tests of the *Inventory*.

DIRECTIONS: Make this assessment by any one or a combination of the methods listed below.

a. Observe the child's use of scissors and different materials during instruction or crafts period.
b. Evaluate samples of items cut out with scissors.
c. Present scissors and materials and ask the child to perform the required skill.

The five skills listed below often can be assessed by providing scissors and a piece of paper 13 cm (5 in.) wide.

Say: **Use the scissors to cut this paper into two pieces.**

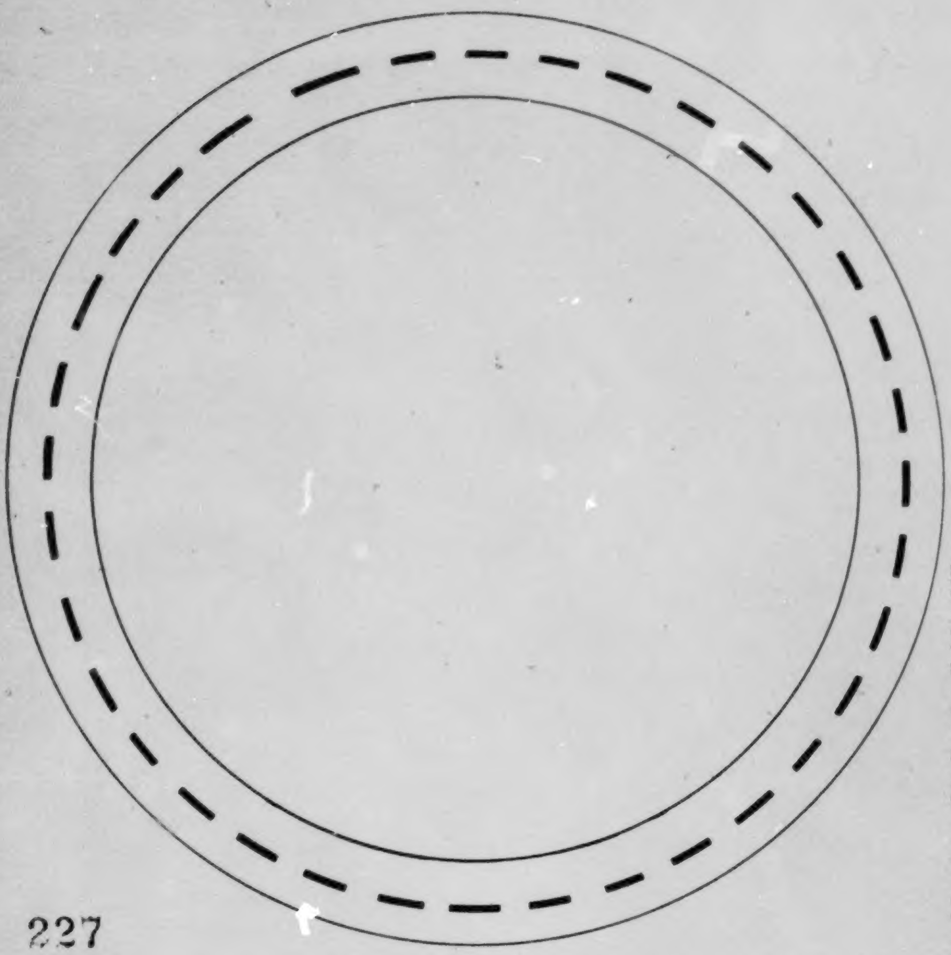
The child's performance should indicate the level for continuing the assessment.

Skills 1-5:

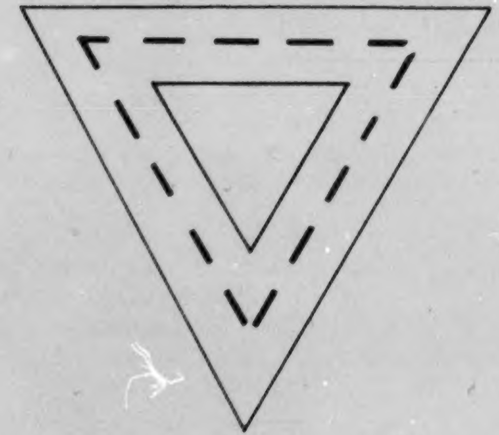
2-0 1. Places scissors on fingers and holds comfortably/correctly.
2. Opens and closes scissors.
2-6 3. Snips or makes small cuts in paper.
4. Holds paper for cutting.
3-0 5. Cuts 13 cm (5 in.) piece of paper in two pieces.

Observe and record the skills listed above. If skill 5 is attained, continue the assessment at a skill level for which you anticipate easy success.

(Continued on page 79)

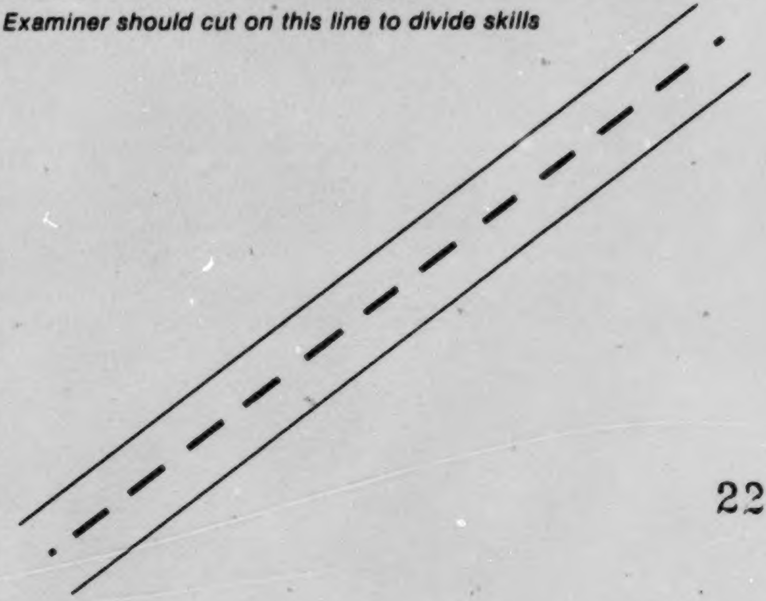


Skill 9 Cuts 13 cm (5 in.) circle within 12 mm (½ in.) in 35 seconds



Skill 7 Cuts triangle with 5 cm (2 in.) sides within 12 mm (½ in.) in 35 seconds

Examiner should cut on this line to divide skills



Examiner should cut on this line to divide skills

Skill 6 Cuts 13 cm (5 in.) line within 12 mm (½ in.) in 15 seconds

Continued

DIRECTIONS:

Note: Demonstrate skills if observations suggest the child is not performing because of poor hearing, difficulty in understanding directions, etc.

6. Cuts 13 cm (5 in.) line within 12 mm (1/2 in.) in 15 seconds. Give the scissors and the pattern of the 13 cm (5 in.) line from page C-79 to the child, and

   Say: **Cut this paper into two pieces by cutting on the heavy line made by the dashes. Try to stay on the heavy line of dashes—the middle one.**

   Criterion: Time and credit if the child makes the cut within 15 seconds after beginning, provided the cut does not go beyond the fine lines 6 mm (1/4 in.) on each side of the bold broken line.

4-0 7. Cuts triangle with 5 cm (2 in.) sides within 12 mm (1/2 in.) in 35 seconds.

   Give child the scissors and the reproduction of the triangle on page C-79, and

   Say: **Cut out this triangle by cutting on the heavy line made by the dashes. Try to stay on the heavy line of dashes—the middle one.**

   Criterion: Give credit if the child makes the cut within 35 seconds after beginning, provided the cut does not go beyond the fine lines 6 mm (1/4 in.) on each side of the bold broken line.

8. Moves paper, making cutting easier.

   This skill is assessed by observation or as skill 9 is assessed.

5-0 9. Cuts 13 cm (5 in.) circle within 12 mm (1/2 in.) in 35 seconds. Give child the scissors and the reproduction of the circle on page C-79, and

   Say: **Cut out this circle. Cut on the heavy line made by the dashes—the middle line.**

   Criterion: Give credit if the child cuts the circle out within 35 seconds provided the cut does not go beyond the fine lines 6 mm (1/4 in.) on each side of the bold broken line.

10. Cuts 13 cm (5 in.) circle within 6 mm (1/4 in.) in 35 seconds. Give the scissors and the reproduction of the circle on page C-80 to the child. Follow the same procedures as used in skill 9. Use criteria listed in skill.

11. Cuts 13 cm (5 in.) curving line within 6 mm (1/4 in.) in 35 seconds.

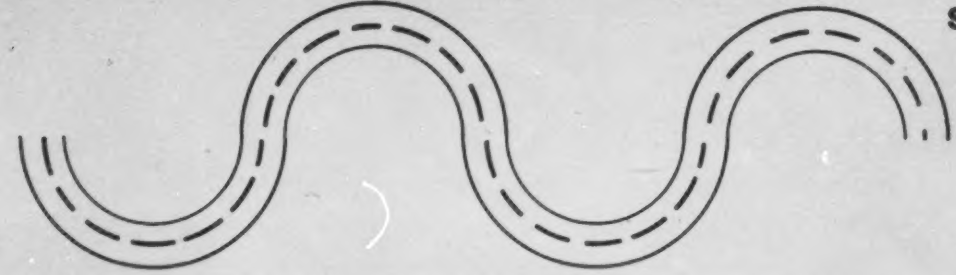
    Give the scissors and the reproduction on page C-80 to the child, and

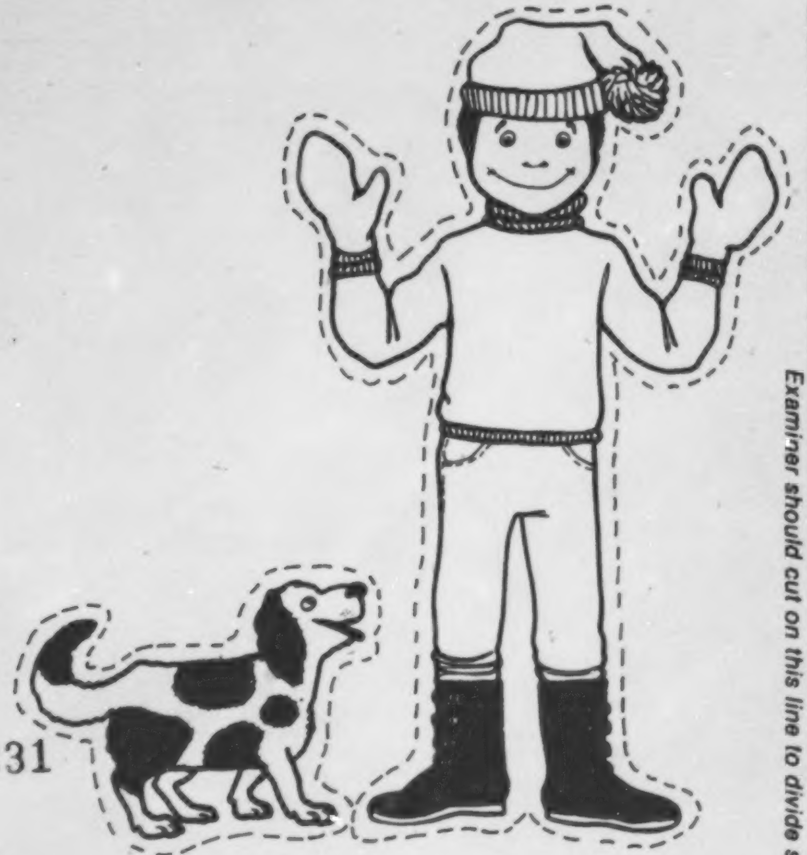
    Say: **Cut this piece of paper into two pieces by cutting on the heavy bold line made by the dashes—the middle one.**

    Criteria: Give credit if the child makes the cut within 35 seconds, provided the cut does not go beyond the fine lines 3 mm (1/8 in.) on each side of the bold broken line.

(Continued on page 80)

Skill 11 Cuts 5" (13 cm) curving line within ¼" (6 cm)





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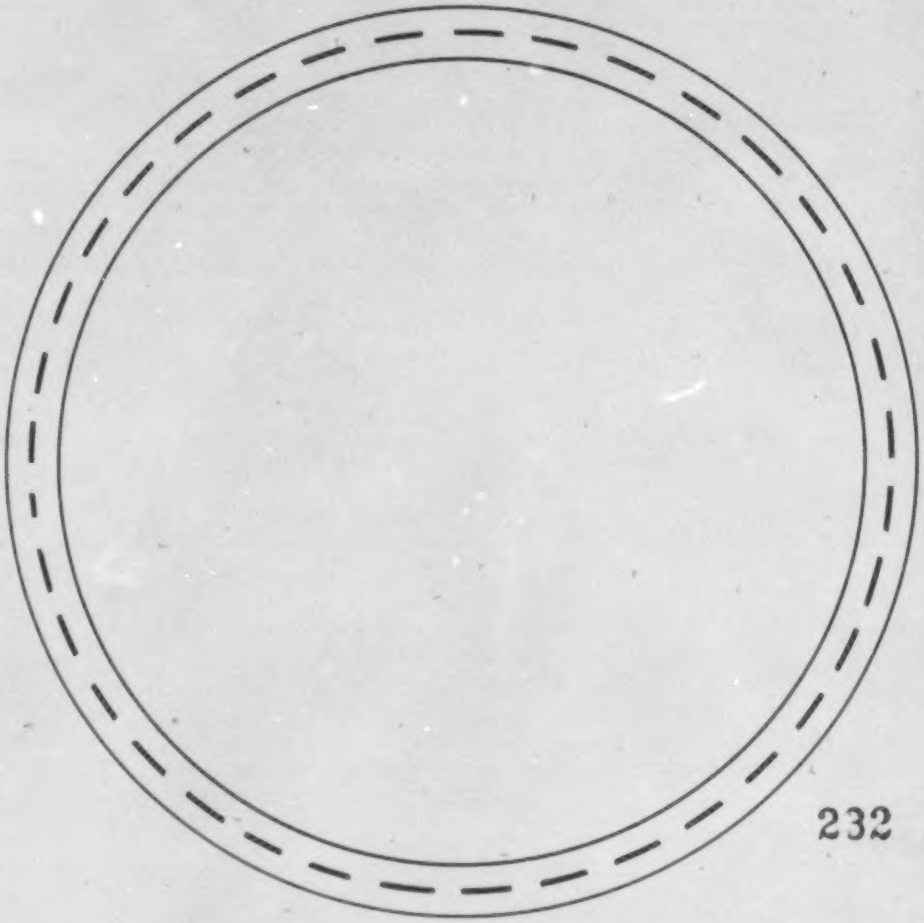
Skill 13 Cuts items such as paper dolls or pets

Examiner should cut on this line to divide skills



232

Skill 10 Cuts 13 mm (5 in.) circle within 6 mm (¼ in.) in 35 seconds

CUTTING WITH SCISSORS *(continued)*

Continued

DIRECTIONS: *(Continued)*

$^{6-0}$12. Cuts cardboard and cloth.
Give child some scissors and a piece of cardboard, such as the side of a cereal box.

Say: **Cut this piece of cardboard into two pieces.**

Follow the same procedure for the cloth.

13. Cuts out items such as paper dolls or pictures of pets.$^{7-0}$
Give child the scissors and the pictures on page C-80.

Say: **Cut out one of these pictures.**

Let the child choose which picture to cut out.

Criteria: Use professional judgment in giving credit. The decision should be based on the question, "Has the child mastered the skill or is additional practice, instruction and development needed?"

(C-7C)

OBJECTIVES: By ______(date)______, when presented with scissors of the appropriate size and handedness and after demonstration of the skill, ____(child's name)____ will . . . (add as appropriate)

1. place scissors on fingers and hold them in a position which is correct or comfortable and natural for him/her,
2. open and close scissors with movements appropriate for cutting,
3. make snips or small cuts in paper,
4. hold the paper in an appropriate position for cutting,
5. cut a 13 cm (5 in.) paper into two pieces,
6. cut a 13 cm (5 in.) line within 12 mm (1/2 in.) in 15 seconds,
7. cut a triangle with 5 cm (2 in.) sides within 12 mm (1/2 in.) limits in 35 seconds,
8. move the paper while cutting for easier cutting,
9. cut a 13 cm (5 in.) circle within 12 mm (1/2 in.) limits within 35 seconds,
10. cut a 13 cm (5 in.) circle within 6 mm (1/4 in.) limits within 35 seconds,
11. cut a 13 cm (5 in.) curving line within 6 mm (1/4 in.) limits in 35 seconds,
12. cut cardboard such as a piece of cereal box, and cloth as you would in a craft project,
13. cut out items such as paper dolls or pictures of pets.

Continued

Training Aids:

Double-Handed Scissors: Double-handed scissors permit the teacher to place his/her fingers over the child's in the outer set of handles and supply the necessary placement, guidance or force for cutting. They can be ordered from several suppliers of early childhood or special education materials.

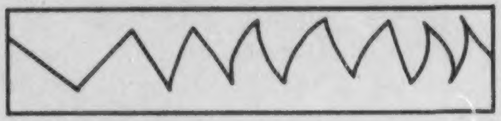
These scissors are in two sizes, they are pointed or blunt, and they are available for left or right hand.

For the Handicapped: The child handicapped with poorly-developed fine-motor control or strength may experience more success with easy-grip scissors. These scissors are designed with continuous-loop handles which supply the "opening action."

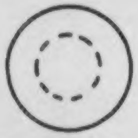
Notes:

Supplementary Assessment: You may wish to assess the supplementary skills listed below.

a. Cuts angles such as illustrated below.



b. Cuts center from pictures containing enclosed areas by punching a hole in the paper and cutting.



c. Cuts and pastes.

PAINTING WITH BRUSH

SKILLS: Manipulates paint brush and demonstrates painting skills.

DEVELOPMENTAL RECORD BOOK: Page 9.

ASSESSMENT METHODS: Child performance, formal or informal observation, or child interview.

MATERIALS: Painting materials and equipment similar to those used in the school program or other programs which provide the opportunity for brush painting. Materials should include:

- old shirts or smocks
- at least three colors of paint
- painting easel or other similar device
- paint
- paper appropriate for young children to paint on

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each skill clearly demonstrated.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skills of painting with a brush.

The developmental ages listed are based on:

1. Gesell, Ilg, Ames and Rodell's *Infant and Child in the Culture Today* (26:298, 308, 321, 345, 364)
2. Responses from field testing the trial edition of the *Inventory*.

DIRECTIONS: Make this assessment by one or a combination of the methods listed below:

a. Observe the child's reaction in painting with a brush:

- paints with or without correct movement,
- responds to "picture" painted,
- makes certain types of strokes,
- experiments with differant patterns and strokes,
- selects colors.

b. Talk with the child about his/her painting.

Skills to observe include:

1-6 1. Makes whole arm strokes which may form an arc and go off page.

2-0 2. Paints with some wrist action or "scrubbing" movement.

3. Regards process as more important than end product.

This development level exists when the child shows an interest in the act of painting but shows no lasting interest in the resulting product—his/her picture.

4. Experiments with vertical and horizontal lines, dots and circular movements.

3-0 5. Gives names to pictures which may not be readily understandable to others.

4-0 6. Makes objects and designs which are crude and of insufficient size and proportion but which are usually recognizable.

7. Concerned more with end product than with process.

This development level exists when the child talks about the picture to be painted, identifies the picture as his/hers and shows continued interest in the picture after it has been painted.

(*Continued on page 83*)

Continued

DIRECTIONS: *(Continued)*

8-0 8. Evaluates or criticizes own painting.
This development level exists when the child looks critically at his/her picture and makes remarks such as "the star is too large," "the house does not have any windows in it," or "this is the wrong color."

9. Selects colors with care.8-0

(C-8B)

OBJECTIVES: By ______ (date), when presented with the opportunity and encouragement to paint with a brush, ______ (child's name) will . . . (list as appropriate)

1. make whole arm strokes which may form an arc and go off the page,
2. paint with some wrist movement or scrubbing action,
3. regard the process as more important than the "end product"—the picture painted,
4. experiment with vertical and horizontal lines, dots and circular movements during the painting process,
5. after painting a picture give it a name which may not be readily understandable to others,
6. paint a picture which includes objects and designs usually recognizable by others, but crude or lacking in spatial relationships,
7. regard "end product" as more important and meaningful to him/her than the process,
8. critique his/her own painting,
9. paint a picture selecting colors with care.

CLAY

SKILLS: Manipulates and constructs with clay.

DEVELOPMENTAL RECORD BOOK: Page 9.

ASSESSMENT METHODS: Child performance—observation, formal or informal.

MATERIALS:

- soft clay or play dough
- flat, smooth, working surface

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The author's research did not yield enough norming data for validating fully the developmental ages indicated for the skills of manipulating and constructing with clay. The developmental ages listed in this assessment therefore are based on:

1. Ames' *Child Care and Development* (2:63)
2. Gesell, Ilg, Ames and Rodell's *Infant and Child in the Culture Today* (26:309, 346)
3. Responses from field testing

ACCURACY: Give credit for each skill clearly shown.

(C-9)

OBJECTIVES: By ____(date)____, when involved in playing with soft clay or play dough and encouraged to do so, ____(child's name)____ will . . .
(list as appropriate)

1. manipulate clay,
2. pound clay,
3. squeeze clay,
4. pull clay apart,
5. make flat round cakes,
6. roll a rope,
7. make balls,
8. make crude objects, not always recognizable by others,
9. make objects usually recognizable by others.

DIRECTIONS: Make this assessment by giving the child soft clay or play dough and observing the reactions and skills shown. If necessary or appropriate, demonstrate some of the skills below and encourage the child to imitate them.

The skills to observe are as follows:

2-0 1. Manipulates.
2. Pounds, hitting against clay or hitting clay against the table.
3. Squeezes clay with fingers and hands.
4. Pulls clay apart.
3-0 5. Makes flat round cakes.
6. Rolls ropes.
7. Makes balls.
4-0 8. Makes crude objects not always recognizable by others.
5-0 9. Makes refined objects which are usually recognizable by others.6-0

D. SELF-HELP SKILLS

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INTRODUCTION

Goal of the Self-Help Assessment: The goal of this assessment is to obtain the most valid information on self-help skills the child can perform in order to function with the greatest possible degree of independence. In assessments for instructional-planning purposes, the result should provide answers to the following basic questions:

1. What self-help skills has the child mastered which promote the greatest degree of independence?
2. What skills would be appropriate for the child to master next in gaining more independence?

Methods of Assessment: The most convenient, efficient and valid method of obtaining answers to these questions varies from case to case. Keeping the basic questions in mind, use professional judgment in determining which one or combination of methods listed below will be most appropriate for use in each particular setting or situation.

1. **Interviewing** the parents or informants who are familiar with the child's self-help skills.
2. **Observations** of the child's performance while involved in self-help skills such as eating, toileting and dressing.
3. **Individual assessment** such as asking the child to perform the self-help tasks or skills.

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GENERAL RECOMMENDATIONS

1. **Involve the parents,** or persons primarily responsible for the child's care, in the assessment and instructional planning.

2. **Attempt to determine if there are discrepancies between the self-help skills the child reportedly performs at home and those you observe him/her perform at school.** Using the interview method of assessment, and sharing the assessment with the parents, will frequently help to identify these discrepancies. The discrepancy may be the result of lack of objectivity on the part of the parents, but may also be the result of factors such as those listed below.
    a. **The parents find it more expedient to perform the task** for the child than to take the time to teach or allow the child to do it him/herself.
    b. **The equipment or facilities at home are different from those at school.** (Examples: The faucets are higher or harder to turn; sizes of objects, such as a drinking cup, are different.)
    c. **Parent or teacher is unaware of the child's ability to perform the skills.**
    d. **The child is not performing the self-help skill for such psychological reasons** as feelings of inadequacy or the desire for attention.

    When a discrepancy is identified, it is frequently appropriate and helpful to discuss possible reasons such as those listed above.

3. **Strive for habitual practical use of the skill,** not just the ability to perform it. Keep the skill as an objective until the child performs it functionally, habitually and without difficulty.

4. **Whenever possible, use the same types of materials and equipment for the assessment** as the child will be expected to use when he/she performs the skill in daily life. This may involve acquiring the type of materials the parents and child use in the home or recommending to the parents that a certain type of material or equipment be obtained to facilitate training. For example, if school personnel use a six-ounce plastic cup to teach drinking skills, share this with the parents, and recommend that they obtain a similar cup for the child to use at home.

5. **Assess and teach fine-motor skills** (and other skills) which may be required or which may correlate with self-help skills.

6. **Assess by using the method or setting most comfortable for the child.** Many children become tense when a rigid assessment procedure is followed. As a result, they do not perform some tasks they might be capable of performing.

7. **Never** do for a child what the child can profit from by doing for him/herself.

FEEDING/EATING SKILLS

SKILLS: Eats with as much independence as possible.

DEVELOPMENTAL RECORD BOOK: Page 10.

ASSESSMENT METHODS: Parent interview, child performance, formal or informal observation.

MATERIALS: The materials used should be the same as those used in the home and school in order to achieve a practical assessment.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the eating skills and behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:78-9
7:206-7
8:60-1, 86-7
13:114
15:5-6
21:57
26:70, 107, 136, 187, 247-8
27:155
30:70
35:7-8, 84
40:135
42:137
48:2-3

DIRECTIONS: Make this assessment by interviewing the persons primarily responsible for the care of the child or by watching the child eat.

The assessment will probably be made by the interview method. Criterion questions (C.Q.) for use in the interview are given.

Ask the lead question most appropriate for the developmental age of the child.

a. Lead questions for below six months of age:

Ask: **Are there any feeding problems? What are some of the foods _________ eats?**

b. Lead questions for above six months of age:.

Ask: **How well does _________ feed himself/herself? What are some of the things he/she can do for himself/herself when eating? What are some of the things you have to do to assist him/her in eating?**

Evaluate the responses to the lead questions. Record in the *Developmental Record Book* all skills that are clearly mastered. If information about specific skills is lacking, ask specific criterion questions (C.Q.) related to those specific skills. Rephrase and adapt the questions when appropriate. Make the interview as informal as possible.

(Continued on page 89)

Continued

DIRECTIONS: *(Continued)*

0-0 1. Sucking reflex present.
C.Q.: **Is there any problem with nursing?**

2. "Rooting" reflex present.
C.Q.: **When the nipple touches_________'s cheeks or lips, do the lips move forward to take the nipple into the mouth?**

Note: The "rooting reflex" usually occurs when one touches the lips or cheek region near the lips. The child then turns the head so the mouth approaches the stimulus (the finger or nipple).

0-1 3. Forms tight seal around nipple when nursing.
C.Q.: **Does _________ use the lips and tongue to form a tight seal around the nipple when nursing?**

0-3 4. Swallows soft foods.
C.Q.: **Does _________ swallow baby food well?**

0-4 5. Tongue used in moving food in mouth.
C.Q.: **Does _________ move food from one part of the mouth to the other by using the tongue?**

0-7 6. Opens mouth when spoon with food is offered.
C.Q.: **Does _________ open his/her mouth to receive food as it is offered?**

7. Uses lips to close mouth tightly.
C.Q.: **Does _________ use his/her lips to close his/her mouth tightly to retain liquid or food?**

8. Feeds self cracker or cookie.
C.Q.: **Does _________ feed himself/herself a cracker or cookie?**

0-9 9. Holds bottle.
C.Q.: **Does _________ hold the bottle while nursing?**

10. Drinks from cup held by adult.
C.Q.: **Does _________ drink from a glass or cup when you hold it?**

11. When assisted, holds glass with both hands to drink.
C.Q.: **Does _________ hold a glass or cup with both hands to drink with your assistance?**

Note: The recommended object for training to drink from a glass is a six-ounce plastic juice cup.

12. Lifts empty cup to mouth in imitation.
C.Q.: **Does _________ lift an empty glass from the table to his/her mouth to imitate you?**

13. Feeds self finger foods.
C.Q.: **Does _________ feed himself/herself small particles of food such as small pieces of oranges or raisins?**

1-0 14. Gives up bottle.
C.Q.: **Is _________ getting most of his/her nutrition from the bottle?**

Note: The age at which the child gives up the bottle is very much a cultural factor. Thus, this skill as well as many of the other feeding/eating skills may be discriminatory to the culture of the child's family.

(Continued on page 90)

Continued

DIRECTIONS: *(Continued)*

15. Controls drooling.
C.Q.: **Does ________ generally control his/her drooling?**
Note: The assessment may be made by observation.

16. Lifts glass or cup from table to drink.
C.Q.: **Can ________ lift a glass half full of liquid from the table most of the time without spilling?**
Note: "Most" may be interpreted as 90 percent of the time if a definite criterion is needed.

17. Returns glass to table after drinking.
C.Q.: **Can ________ return the glass to the table after drinking without spilling any liquid remaining in the glass?**

1-6 18. Holds glass with both hands to drink without aid.
C.Q.: **Does ________ hold the glass with two hands without your assistance and drink without spilling most of the time?**
Note: "Most" may be interpreted as 90 percent if a definite criterion is needed.

19. Chews and swallows semi-solid food.
C.Q.: **Does ________ chew and swallow foods such as mashed potatoes without difficulty?**

20. Chews and swallows solid foods.
C.Q.: **Does ________ chew and swallow foods such as a small piece of apple without difficulty?**

21. Takes spoon filled with food from plate to mouth with some spilling.
C.Q.: **Does ________ use a spoon to get food from the plate to his/her mouth, but usually spill some?**

22. Manipulates spoon in plate to "scoop" food.
C.Q.: **Does ________ use a spoon well enough to scoop food from the plate into the spoon?**

23. Sucks from straw.
C.Q.: **Does ________ suck milk or juice through a straw?**

2-0 24. Holds glass with one hand to drink.
C.Q.: **Does ________ hold a glass with one hand most of the time when he/she is drinking?**

25. Chews with ease and with a rotary motion.
C.Q.: **Does ________ chew with a rotary jaw movement without any effort or problems?**
Note: The "rotary jaw movement" may need to be demonstrated or explained.

26. Turns spoon less, resulting in less spilling.
C.Q.: **Does ________ handle a spoon well enough to keep it from turning and spilling food as he/she takes it from the plate to his/her mouth?**

27. Uses fork in fist.
C.Q.: **Does ________ use a fork when eating?**
Pause for the response and if the answer is affirmative,
Ask: **Does he/she hold it with his/her fist or fingers?** See skill 29.

4-0 28. Holds spoon in fingers.
C.Q.: **Does ________ hold the spoon with his/her fingers?**

29. Holds fork in fingers.
Note: See skill 27.

Continued on page 91

Continued

DIRECTIONS: *(Continued)*

30. Uses napkin.
C.Q.: **Does _________ use a napkin well enough to wipe food from his/her face or lips?**

$^{5\text{-}0}$31. Uses knife for spreading food such as butter.
C.Q.: **Does _________ spread soft butter on bread using a knife?**

$^{6\text{-}0}$32. Uses knife for cutting food.
C.Q.: **Does _________ use a knife to cut most of his/her food that needs cutting?**

33. Pours liquid from a pitcher of 1 to 2 liters (1 to 2 quarts).
C.Q.: **Does _________ pour a liquid from a pitcher which holds 1 to 2 liters (1 to 2 quarts) without difficulty?**

34. Prepares dry cereal.
C.Q.: **Does _________ prepare dry cereal for himself/herself without difficulty?**

35. Prepares sandwich. $^{7\text{-}0}$
C.Q.: **Does _________ prepare a sandwich without difficulty?**

Notes:

a. **Supplementary Assessment:** You may wish to assess the additional skills listed below:

- Discriminates between edible and inedible objects.
- Knows which utensil to use when eating different foods.
- Opens milk carton (as in the school lunch program where milk is served in cartons).
- Drinks from a drinking fountain.
- Carries cafeteria tray or plate without assistance.

b. **Possible Discrimination:** You should be sensitive to possible cultural bias in making the assessment. This may occur when the child is from a home and/or culture which does not emphasize table manners or uses unusual types of flatware.

c. **Resource on Feeding and Eating Behaviors:** For an indepth discussion of feeding and eating behavior, refer to *Child Psychology* (33:128–138).

d. **Resource on Adding Solid Foods to the Infant's Diet:** For guidance and caution on introducing solid foods to the infant's diet, refer to *The Parenting Advisor* (13:97–100).

(D-1E)

OBJECTIVES: By ____(date)____, when presented with the appropriate feeding/eating situation, including foods and utensils, __(child's name)__ will . . . (add as appropriate)

3. form a tight seal around the nipple when sucking,
4. swallow soft food,
5. use the tongue to move food in mouth,
6. open his/her mouth to receive food,
7. use the lips to close mouth tightly in order to retain food and liquids,
8. feed himself/herself a cracker or cookie,
9. hold the bottle while nursing,
10. drink liquid from a cup held by an adult,
11. hold the cup with both hands to drink, with the aid of an adult,
12. lift an empty cup to his/her mouth, imitating an adult,
13. feed himself/herself finger foods,
14. essentially give up the bottle,
15. control drooling,
16. lift the cup from the table to drink,
17. return the cup to the table after drinking,
18. hold the cup with both hands without assistance when drinking,
19. chew and swallow semi-solid food without difficulty,
20. chew and swallow solid food without difficulty,
21. take the spoon with food in it from the plate to his/her mouth with some spilling,
22. manipulate a spoon in the plate well enough to "scoop" food from the plate into the spoon,
23. suck liquids through a straw,
24. hold a cup with one hand to drink, without assistance and without spilling,
25. chew with ease and with a "rotary" movement of the jaws,
26. turn a spoon less, resulting in less spilling,
27. eat with a fork held in the fist,
28. hold and use the spoon with the fingers,
29. hold and use the fork with the fingers,
30. use a napkin to wipe the face or mouth as needed when eating,
31. use a knife for spreading soft butter,
32. use a knife for cutting most food that needs cutting,
33. pour liquid from a pitcher holding one to two liters (one to two quarts) without aid or spilling,
34. prepare dry cereal without any difficulty,
35. prepare a sandwich without difficulty.

NOTE: Skills 1 and 2 are not included in the objectives, as they are "disappearing" skills/behaviors, and thus would not be appropriate as objectives.

UNDRESSING

SKILLS: Removes articles of clothing.

DEVELOPMENTAL RECORD BOOK: Page 10.

ASSESSMENT METHODS: Parent interview, child performance, formal or informal observation.

MATERIALS: In order to achieve a more functional assessment, the clothing used should be the same as that typically worn by the child.

DISCONTINUE: After failure on two consecutive skills.

REFERENCES: The following references were used to sequence skills of undressing, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:95
7:207
8:61-2, 87
15:5
21:57
26:150, 163, 176
30:70
35:74, 115
47:147

DIRECTIONS: Make this assessment by interviewing the person primarily responsible for the care of the child and by observing the child undressing.

The assessment will probably be made by the interview method. Thus, criterion questions (C.Q.s) for the interview have been included below.

As lead questions to the informant,
Ask: **How easily does _________ remove his/her clothing? Which articles of clothing can he/she take off without help, other than for unbuttoning and/or unzipping?**

Evaluate the responses to the lead question and give credit in the *Developmental Record Book* for all skills that are clearly mastered. If information about specific skills is lacking, ask specific criterion questions (C.Q.s) related to those skills. Rephrase and adapt the questions when appropriate and make the interview as informal as possible.

1-0 1. Cooperates in undressing.
C.Q.: **Does _________ cooperate in undressing by, for example, holding feet up for shoes to be removed or by holding arms out to remove the coat or shirt ?**

(Continued on page 94)

Continued

DIRECTIONS: *(Continued)*

2. Assists in undressing.
   C.Q.: **Does ________ assist in undressing by removing the second arm from the sleeve of the coat after having help to remove the first arm? Does he/she perform analogously with other articles of clothing?**

3. Removes socks.
   C.Q.: **Does ________ remove socks if shoes are removed?**

4. Removes shoes.
   C.Q.: **Does ________ remove shoes if strings are untied and loosened?**

5. Removes coat.
   C.Q.: **Does ________ remove his/her unbuttoned coat?**

$^{2-0}$ 6. Removes shirt.
   C.Q.: **Does ________ remove his/her unbuttoned shirt?**

7. Removes dress.
   C.Q.: **Does ________ remove her unbuttoned or unzipped dress?**

8. Removes "pull down" garments.
   C.Q.: **Does ________ remove "pull down" garments such as pants, if they are unbuttoned and the pant legs are loose?**

9. Undresses unsupervised other than for "pull over" garments.
   C.Q.: **Does ________ undress unsupervised, aside from some assistance with more difficult "pull over" garments?**

$^{3-0}$10. Removes "pull over" garments.$^{4-0}$
   C.Q.: **Does ________ remove "pull over" garment such as a T-shirt or sweater?**

(D-2B)

OBJECTIVES: By ________ (date), when requested to or at the appropriate time, ________ (child's name) will . . . (list as appropriate)

1. cooperate in undressing by holding up his/her feet for shoes to be removed, and so forth,
2. assist in undressing,
3. remove socks after shoes have been removed,
4. remove shoes when strings have been untied and loosened,
5. remove his/her unbuttoned coat,
6. remove his/her unbuttoned shirt,
7. (for girls only) remove her dress,
8. remove "pull down" garments such as pants if unbuttoned and pant legs are loose,
9. undress unsupervised aside from more difficult "pull over" garments,
10. remove "pull over" garments.

Notes: Give credit for dressing, undressing, fastening and unfastening only if the child can do so in a practical manner. Do not give credit for performing the skill on a doll, on other children, or on "teaching boards."

DRESSING

SKILLS: Can dress him/herself with as much independence as possible.

DEVELOPMENTAL RECORD BOOK: Page 10.

ASSESSMENT METHODS: Parent interview, child performance, formal or informal observation.

MATERIALS: In order to achieve a more functional assessment, use clothing typically worn by the child.

DISCONTINUE: After failure on two consecutive skills.

REFERENCES: The following references were used to sequence the skills of dressing, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:95
7:207-19
8:62, 87-8
15:5-6
21:57
26:150, 188, 204
27:155
30:70
35:106, 116
40:136
42:139
74:147

DIRECTIONS: This assessment may be made by interviewing the persons primarily responsible for the dressing of the child, or by observing the child dressing.

The assessment will probably be performed by the interview method. Thus, criterion questions (C.Q.s) for the interview have been included below.

As lead questions to the informant,

Ask: **How well does ________ dress himself/herself? Which articles of clothing can he/she put on without help other than for buttoning, zipping and tying?**

Evaluate responses to the lead questions and give credit in the *Developmental Record Book* for all skills clearly mastered. If information about specific skills is lacking, ask criterion questions (C.Q.s). Rephrase and adapt the questions when appropriate, and make the interview as informal as possible.

1-0 1. Cooperates in dressing.
C.Q.: **Does ________ cooperate in dressing by extending his/her arm for a sleeve or lifting his/her foot for a shoe, and so forth?**

2-0 2. Assists in dressing.
C.Q.: **Does ________ assist in any way in getting dressed, such as by putting the first arm in the sleeve of his/her coat or shirt?**

(Continued on page 96)

DRESSING *(continued)*

Continued

DIRECTIONS: *(Continued)*

3-0 3. Puts on shoes, possibly on wrong feet.
C.Q.: **Does __________ put on shoes if told which shoe goes on which foot?**
Criteria: Buckling or tying is not required for credit.

4. Puts on coat.
C.Q.: **Does __________ put on his/her coat?**

5. Puts on shirt.
C.Q.: **Does __________ put on his/her shirt?**

6. Puts on dress (for girls only).
C.Q.: **Does __________ dress herself in a dress with help only in buttoning or snapping or tying?**

4-0 7. Puts on socks.
C.Q.: **Does __________ put on socks?**
Criterion: The "heel" of the sock should be in the correct position.

8. Puts on "pull up" garment.
C.Q.: **Does __________ put on "pull-up" garments such as pants?**
Criteria: To receive credit the child should position the garment so the legs can be placed correctly. Buttoning or zipping are not required for receiving credit.

9. Inserts belt in loops. (See note below.)
C.Q.: **Does __________ insert a belt in the loops correctly most of the time?**
Note: You may wish to delete this item if the clothing the child wears does not require a belt. "Most" may be interpreted as 90 percent if a definite criterion is needed.

10. Knows which shoe goes on which foot.
C.Q.: **Can __________ tell which shoe goes on which foot most of the time?**
Criteria: "Most" may be interpreted as 90 percent if a definite criterion is needed.

11. Puts on "pull over" garment.
C.Q.: **Does __________ put on "pull-up" garments such as T-shirt or sweater?**

12. Dresses with little supervision, other than for help with difficult fasteners.
C.Q.: **Does __________ dress with little supervision aside from help with difficult zipping and buttoning?**

13. Dresses unsupervised, other than for help with difficult fasteners.$^{5-0}$
C.Q.: **Does __________ dress with no help or supervision aside from help with difficult zipping and buttoning?**

(D-3)

OBJECTIVES: By ____(date)____, when requested to do so or at an appropriate time, ____(child's name)____ will ... (list as appropriate)

1. cooperate in dressing,
2. assist in dressing,
3. put on shoes although they may be on the wrong feet,
4. put on a coat,
5. put on a shirt,
6. put on her dress,
7. put on socks,
8. put on "pull up" garment,
9. insert belt in loops,
10. be able to tell which shoe goes on which foot,
11. put on "pull over" garment,
12. dress with little supervision, other than for help with difficult fasteners,
13. dress unsupervised, except for help with difficult fasteners.

UNFASTENING

SKILLS: Can unfasten clothing fasteners.

DEVELOPMENTAL RECORD BOOK: Page 11.

ASSESSMENT METHODS: Parent interview, child performance, formal or informal observation.

MATERIALS: In order to achieve a practical assessment, the clothing fasteners used should be the same as those usually worn by the child.

DISCONTINUE: After failure on two consecutive skills.

REFERENCES: The following references were used to sequence the skills of unfastening, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:95	25:150	47:147
7:219-20	35:106	51:2
8:62	42:139-40	

DIRECTIONS: Make this assessment by interviewing the persons primarily responsible for the dressing of the child or by observing the child as he/she performs the skills.

The assessment will probably be done more frequently by the interview method. Thus, criterion questions (C.Q.) for the interview are included here.

As lead questions to the informant,

Ask: **Can _________ unfasten his/her own clothes? Can he/she untie, unbutton, unsnap or unzip?**

Evaluate the responses to the lead questions and give credit in the *Developmental Record Book* for skills mastered. If you need information regarding specific skills, ask criterion questions (C.Q.s) related to those skills. Rephrase and adapt the questions when appropriate.

1-6 1. Unties bow.
C.Q.: **Does _________ untie a bow knot in his/her shoe other than by accident?**

2. Unsnaps front.
C.Q.: **Does _________ unsnap front snaps?**

2-0 3. Unbuttons front.
C.Q.: **Does _________ unbutton buttons in the front of his/her clothing?**

4. Unzips front (non-separating).
C.Q.: **Does _________ unzip a front, non-separating zipper such as a trouser fly?**

(Continued on page 98)

UNFASTENING *(continued)*

Continued

DIRECTIONS: *(Continued)*

3-0 5. Unzips front zipper (separating).
C.Q.: **Does ________ unzip a front, separating zipper such as a jacket might have?**

6. Unsnaps back.
C.Q.: **Does ________ reach for and unsnap a back snap?**
Note: Male clothing rarely fastens at the back.

4-0 7. Unzips back (non-separating).
C.Q.: **Does ________ unzip a back, non-separating zipper?**

8. Unbuttons back. 5-6
C.Q.: **Does ________ unbutton back button?**

NOTE:

Delete or Adapt as Appropriate: Delete or adapt items for differences in types of clothing worn. In some cases you may wish to add the items listed below:

a. Unbuckles belt.
b. Unties simple knot.
c. Unpins clothing pinned with a safety pin.

(D-4B)

OBJECTIVES: By ____(date)____, when requested to do so or at an appropriate time, ____(child's name)____ will . . . (list as appropriate)

1. untie a bow-knot in his/her shoe,
2. unsnap a front snap,
3. unbutton front buttons,
4. unzip a front, non-separating zipper,
5. unzip a front, separating zipper,
6. unsnap back snaps,
7. unzip a back, non-separating zipper,
8. unbutton back buttons.

FASTENING

SKILLS: Can fasten clothing fasteners.

DEVELOPMENTAL RECORD BOOK: Page 11.

ASSESSMENT METHODS: Parent interview, child performance, formal or informal observation.

MATERIALS: Clothing fasteners used in this assessment should be the same as those typically worn by the child in order to achieve an assessment of practical application.

DISCONTINUE: After failure on two consecutive skills.

TIME: Credit should not be given if there are unnecessary delays of more than five seconds because of the child's confusion due to his/her lack of mastery.

REFERENCES: The following references were used to sequence the skills of fastening, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:63
4:95
7:220
8:62-3, 88
15:6
21:57
35:115-6
42:139-40
47:147
51:2

DIRECTIONS: Make this assessment by interviewing the person primarily responsible for the dressing of the child or by observing the child perform the skills.

The assessment will probably be done by the interview method. Thus, criterion questions (C.Q.s) for the interview have been included in the following directions.

As lead questions to the informant,

Ask: **Does ________ fasten his/her clothes when dressing? Can he/she button, snap, zip or tie?**

Evaluate the response to the lead questions and give credit in the *Developmental Record Book* for all skills mastered. If information regarding specific skills is lacking, ask criterion questions (C.Q.s) related to these skills. Rephrase and adapt the questions when appropriate, and make the interview as informal as possible.

2-0 1. Buttons large front buttons.
C.Q.: **Does ________ button large front buttons?**

3-0 2. Buttons small front buttons.
C.Q.: **Does ________ button small front buttons?**

3. Snaps front snaps.
C.Q.: **Does ________ snap front snaps?**

4-0 4. Zips front, non-separating zipper.
C.Q.: **Does ________ zip up a non-separating front zipper as in a skirt or fly?**

5. Buckles belt or shoes.
C.Q.: **Does ________ buckle his/her belt or shoes?**

(*Continued on page 100*)

FASTENING *(continued)*

Continued

DIRECTIONS: *(Continued)*

6. Zips front, separating zipper.
   C.Q.: **Does _________ connect and zip a front, separating zipper as one might find on a coat or sweater?**
7. Laces shoes.
   C.Q.: **Does _________ lace his/her shoes?**

$^{5-0}$ 8. Attempts tying shoes.
   C.Q.: **Does _________ make an attempt to tie his/her shoes?**

9. Ties shoes.
   C.Q.: **Can _________ tie his/her shoes?**

$^{6-0}$10. Button back of clothing.
   C.Q.: **Does _________ button back buttons?**
   Note: Male clothing rarely fastens at the back.

11. Snaps back snap.
   C.Q.: **Does _________ snap a back snap?**
12. Zips back, non-separating zipper.$^{7-0}$
   C.Q.: **Does _________ zip a back, non-separating zipper?**

(D-5B)

OBJECTIVES: By ____(date)____, when requested to do so or at an appropriate time ___(child's name)___ will . . . (list as appropriate)

1. **button large front buttons,**
2. **button small front buttons,**
3. **snap front snaps,**
4. **zip a front, non-separating zipper,**
5. **buckle his/her belt and shoes,**
6. **connect and zip a front, separating zipper,**
7. **lace his/her shoes,**
8. **attempt to tie his/her shoes,**
9. **tie his/her shoes,**
10. **button buttons in back of clothing,**
11. **snap snaps in back of clothing,**
12. **zip a back, non-separating zipper.**

NOTE:

Delete, Adapt or Add as Appropriate: Delete or adapt items to allow for differences in clothing worn by different children. You may wish to add the tasks listed below:

a. Unties simple knots,
b. Uses a safety pin to pin clothing,
c. Ties bow knot on clothing.

KNOWS FRONT AND BACK OF CLOTHES

SKILLS: Knows front and back of clothing.

$^{2\text{-}0}$1. coat
2. pants
$^{3\text{-}0}$3. shirt
4. socks
$^{4\text{-}0}$5. underclothes$^{5\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 11.

ASSESSMENT METHODS: Parent interview, child performance, formal or informal observation.

MATERIALS: The clothing used should be the same as that typically worn in order to assess practical achievement in this skill area.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

DIRECTIONS: The skill of discriminating the front and back of clothing is a prerequisite for dressing without supervision. Thus, if the child can put on an article of clothing (See Dressing Skills—D-3) without assistance, give the child credit for knowledge of front and back for the specific article of clothing.

For functional assessment purposes, give credit for knowing front and back if the child correctly and consistently "positions" an article for dressing. (Example: Holds pants in front in the correct position for putting them on.)

The skill may be assessed by giving the child the article of clothing. Say: **Show me how you put this on.**

Give credit if the child consistently and confidently, without delay because of confusion, positions the article correctly for dressing. Follow this procedure for each article of clothing.

REFERENCES: The author's research did not yield sufficient norming data to fully validate the developmental ages indicated for the skill of identifying fronts and backs of clothing. Developmental ages listed are based on the following:

1. Correlation with normative data for other dressing skills
2. 26:208
3. 42:139
4. Responses from field tests of the *Inventory*

(D-6)

OBJECTIVES: By ______ (date), when given an article of clothing listed below and told **"Show me how you put this on,"** ______ (child's name) will position the article correctly for dressing. Articles of clothing for which this skill will be shown are . . . (list as appropriate)

1. coat,
2. pants,
3. shirt,
4. socks,
5. underclothes.

KNOWS WHEN CLOTHES ARE INSIDE-OUT AND TURNS THEM IF NEED BE

SKILLS: Knows when clothes are inside-out and turns right side out if necessary:

$^{3-0}$ 1. coat,
2. pants,
3. shirt,
4. socks,
$^{4-0}$ 5. underclothes.$^{5-0}$

DEVELOPMENTAL RECORD BOOK: Page 11.

ASSESSMENT METHOD: Parent interview, child performance, formal or informal observation.

MATERIALS: The clothing used should be the same as that typically worn by the child in order to assess the functional achievement of the skill.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The author's research did not yield enough norming data to validate developmental ages indicated for the skill of knowing when clothes are right-side-out. The developmental ages listed are based on the following:

1. Correlation with normative data for other dressing skills
2. Responses from field tests of the *Inventory*

(D-7)
OBJECTIVES: By ____(date)____, when presented with an article of clothing listed below which is turned inside-out and told, **"Show me how you put this on,"** ____(child's name)____ will notice the article of clothing is turned inside-out and will turn it right-side-out. Articles of clothing for which this skill will be demonstarated are...
(list as appropriate)

1. coat,
2. pants,
3. shirt,
4. socks,
5. underclothes.

DIRECTIONS: The skill of knowing if clothes are inside-out and turning them if necessary is a prerequisite for dressing without supervision. Thus, if the child can put on an article of clothing (See Dressing Skills—D-3) without such assistance, credit should be given.

This skill may be assessed by giving the article of clothing to the child.

Say: **Show me how you put this on.**

Give credit if the child notices the article of clothing is inside-out and turns it right-side-out. Putting the article of clothing on is not required for credit. Continue the same procedure with other articles of clothing.

TOILETING

SKILLS: Cares for toileting needs with as much independence as possible.

DEVELOPMENTAL RECORD BOOK: Page 11.

ASSESSMENT METHODS: Parent interview, child performance—formal or informal observation.

MATERIALS: The toileting facilities and materials used in this assessment should be the same as those typically used by the child.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence toileting skills and behavior, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:93-4	15:5	35:84
7:225	26:148, 162, 207	42:137
8:88		

DIRECTIONS: Make this assessment by interviewing the persons primarily responsible for the toileting care of the child or by observing the child performing the skills.

Most likely the assessment will be performed by the interview method. Thus, criterion questions (C.Q.) have been included in the directions below.

As lead questions to the informant,

Ask: **Is ________ toilet-trained? What progress has been made in this area?**

Evaluate response to the lead questions and give credit in the *Developmental Record Book* for all skills indicated as mastered.

If you lack information regarding specific skills, ask criterion questions (C.Q.s) related to those skills. Phrase and adapt the questions when appropriate and make the interview as informal as possible.

1-0 1. Indicates soiled pants.
C.Q.: **Does ________ indicate when he/she is wet or has had a bowel movement?**

Pause for the response. If the response is affirmative,
Ask: **How does he/she indicate this?**

Record the response in the notes section of the *Developmental Record Book.*

(*Continued on page 104*)

TOILETING *(continued)*

Continued

DIRECTIONS: *(Continued)*

2. Bowel movements have become regular.
   C.Q.: **Is there regularity when ________ has his/her bowel movements?**

   Note: A record of this response may be most helpful to the teacher or others involved in the care of the child.

3. Bladder control.
   C.Q.: **Does ________ urinate in the potty or toilet when you anticipate a need?**

4. Sits on potty or toilet without undue resistance.
   C.Q.: **Does ________ sit on the potty without much resistance and realize the purpose?**

5. Usually dry after nap.
   C.Q.: **Is ________ usually dry after a nap?**

   Note: "Usually" can be interpreted as 75 percent if a more definite criterion is needed.

6. Bowel movement.
   C.Q.: **Does ________ have his/her bowel movement in the potty or toilet when you anticipate a need?**

7. Verbalizes toilet needs consistently.
   C.Q.: **Does ________ verbalize or communicate his/her toileting needs most of the time?**
   Note: If the response is affirmative, it may be most helpful to discuss the vocabulary used or how the need is communicated and make note of this in the notes section of the *Developmental Record Book.*

2-0 8. Knows difference between bladder and bowel functions and communicates the difference.
C.Q.: **Does ________ communicate if he/she needs to urinate or have a bowel movement? How is the difference communicated?**

9. Pulls down pants when he/she needs toileting.
C.Q.: **Does ________ pull down his/her pants when he/she needs toileting?**

3-0 10. Urinates without toileting assistance.
C.Q.: **Does ________ urinate in the toilet or potty without assistance?**

4-0 11. Cares for toileting needs other than wiping.
C.Q.: **Does ________ care for himself/herself in toileting other than with assistance in wiping after a bowel movement?**

12. Totally cares for toileting needs including flushing toilet and washing and drying hands.$^{5-0}$
C.Q.: **Does ________ take care of all toileting needs including flushing toilet and washing and drying hands?**

(D-8B)

OBJECTIVES: By ________ (date), when there is a need for toileting and when provided with toileting facilities familiar to him/her, ________ (child's name) will . . . (list as appropriate)

3. urinate in the potty or toilet if taken when there is a need,
4. sit on the potty or toilet without undue resistance,
5. be dry 75 percent of the time after napping,
6. have his/her bowel movement in the potty or toilet if taken when there is a need,
7. verbalize or communicate his/her toileting needs 90 percent of the time,
8. verbalize correctly type of toileting needs (urinate or bowel movement) using the vocabulary commonly used in the family,
9. pull down his/her pants for toileting,
10. urinate without toileting assistance,
11. care for toileting needs other than with assistance in wiping after a bowel movement,
12. totally care for toileting needs including flushing the toilet and washing and drying hands.

BATHING

SKILLS: Cares for bathing needs with as much independence as possible.

DEVELOPMENTAL RECORD BOOK: Page 12.

ASSESSMENT METHODS: Parent interview, child performance—formal or informal observation.

MATERIALS: In order to achieve a functional assessment, the bathing facilities and materials used in this assessment should be the same as those used typically.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence bathing skills and behavior, and to validate the developmental ages (see *Bibliography*, pages 246-7):

7:207, 219	15:5-6	35:106
8:88	26:176	40:136

DIRECTIONS: Make this assessment by interviewing the person primarily responsible for bathing the child, and by observing the child performing the skills.

Most likely the assessment will be made by the interview method. Thus, criterion questions (C.Q.) for the interview have been included in the assessment procedures.

As lead questions to the informant,

Ask: **How well does ________ wash and bathe? What washing and bathing can he/she do alone?**

Evaluate the response to the lead questions. Give credit in the *Developmental Record Book* for all skills that are clearly indicated as mastered. If information about specific skills is lacking, ask criterion questions (C.Q.s) related to those skills. Rephrase and adapt the questions when appropriate, and make the interview as informal as possible.

1-0 1. Cooperates in drying hands.
C.Q.: **Does ________ help in drying his/her hands by holding them out or turning them for drying?**

2. Cooperates in washing hands.
C.Q.: **Does ________ help in washing his/her hands by placing them in the water?**

1-6 3. Dries hands with assistance.
C.Q.: **Does ________ try to dry his/her hands, though there is still a need for some assistance?**

(Continued on page 106)

Continued

DIRECTIONS: *(Continued)*

2-0 4. Dries hands without assistance.

C.Q.: **Does ________ dry his/her hands without assistance?**
Criteria: Hands should be dry and the towel disposed of or hung up.

5. Washes hands with soap without assistance.

C.Q.: **Does ________ wash his/her hands with soap and without assistance?**

Criteria: Hands should be clean and the soap returned to the appropriate place.

6. Washes face with assistance.

C.Q.: **Does ________ try to wash his/her face, though still requiring assistance?**

7. Dries face without assistance.

C.Q.: **Does ________ wash his/her face using a washcloth with soap on it without assistance?**

Criteria: The child should wet the washcloth, rub soap on it and wash his/her face so it is clean. (Water temperature is adusted by adult.)

8. Knows which faucet is hot and which is cold.

C.Q.: **Does ________ know which faucet is hot and which is cold?**

3-0 9. Turns faucets on and off.

C.Q.: **Does ________ turn the faucets on and off for washing without assistance?**

Notes: The difficulty of this skill will depend on the type and height of the faucets.

4-0 10. Adjusts water temperature.

C.Q.: **Does ________ adjust the water temperature when washing and bathing?**

5-0 11. Bathes with assistance.

C.Q.: **Does ________ bathe himself/herself but with some help needed for an adequate job?**

12. Bathes without assistance.

C.Q.: **Does ________ bathe himself/herself doing an adequate job without any help?**

Criteria: This involves running the water, adjusting the temperature, using soap and washcloth and getting clean. It does not include washing the hair.

6-0 13. Dries self after bathing.7-0

C.Q.: **Does ________ dry himself/herself adequately without assistance after bathing?**

(D-9A)

OBJECTIVES: By ________ (date), when there is a need for bathing and when provided with bathing facilities familiar to him/her, ________ (child's name) will . . . (list as appropriate)

1. cooperate in drying hands,
2. cooperate in washing hands,
3. dry his/her hands with assistance,
4. dry his/her hands without assistance,
5. wash his/her hands using soap and without assistance,
6. wash his/her face using soap and a washcloth, but with some assistance with putting soap on the washcloth, etc.,
7. dry face without assistance,
8. know which faucet is hot and which is cold,
9. turn the faucets on and off when bathing,
10. adjust the water temperature when washing face and hands and when bathing,
11. bathe, but with assistance,
12. bathe himself/herself running the water, adjusting the temperature, using soap and washcloth, and becoming clean without assistance,
13. dry himself/herself after bathing.

GROOMING

SKILLS: Cares for grooming needs with as much independence as possible.

DEVELOPMENTAL RECORD BOOK: Page 12.

MATERIALS: The materials and facilities used in this assessment should be the same as those typically used by the child in order to achieve a more functional assessment.

The materials will often include the following:

- toothbrush
- toothpaste
- lavatory
- tissue
- fingernail file
- hairbrush
- comb
- shoeshine kit

ASSESSMENT METHODS: Parent interview, child performance—formal or informal observation.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence grooming skills and behavior, and to validate the developmental ages (see *Bibliography*, pages 246-7):

7:220
8:88
15:15
35:115
42:139
47:147

DIRECTIONS: Make this assessment by interviewing the persons primarily responsible for the grooming of the child or by observing the child performing the skills.

Because the assessment method will probably be made by the interview method, criterion questions (C.Q.s) have been included in the assessment procedures. The criterion questions also provide guidance and criteria for assessing the skills by other methods.

3-0 1. Wipes nose when requested to do so.
C.Q.: **Does _________ use a tissue or handkerchief to wipe his/her nose when reminded or asked to do so?**
Note: This task should be performed leaving no remaining mucus visable.
Note that the skill is "wipes" and not blows. Blowing the nose may force mucus into the ear.

2. Brushes teeth with assistance.
C.Q.: **Does _________ brush his/her teeth needing assistance for a satisfactory job?**

4-0 3. Rinses mouth and spits liquid.
C.Q.: **Does _________ take a sip of water, rinse his/her mouth and spit the water out?**

4. Wipes nose without verbal clue.
C.Q.: **Does _________ use tissue or a handkerchief to wipe his/her nose when necessary, without being asked to do so?**

Note: See skill 1.

(Continued on page 108)

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Continued

DIRECTIONS: *(Continued)*

5-0 5. Brushes teeth without assistance.
C.Q.: **Does _________ do a satisfactory job of brushing his/her teeth without assistance?**

6-0 6. Cleans nails.
C.Q.: **Does _________ do a satisfactory job of cleaning his/her fingernails without assistance?**

7. Brushes hair.
C.Q.: **Does _________ do a satisfactory job of brushing his/her hair without assistance?**

8. Combs hair.
C.Q.: **Does _________ do a satisfactory job of combing his/her hair without assistance?**

Note: The complexity of this skill will depend on hair length and style. The recommended criteria is that the hair is combed well enough in getting ready for school so that an adult does not need to re-comb it.

9. Shines shoes. 7-0
C.Q.: **Does _________ shine his/her shoes if needed?**
Note: The complexity of this skill will depend on the shoes and polish used. Many types of shoes worn by small children, however, do not need shining.
The recommended criterion is that shoes be shined well enough so that a "touch-up" job by an adult is unnecessary.

(D-10B)

OBJECTIVES: By ___(date)___, when requested to do so or at an appropriate time, ___(child's name)___ will . . . (list as appropriate)

1. wipe nose when requested,
2. brush teeth with assistance,
3. rinse mouth—"swish" and spit out liquid,
4. wipe nose when needed without being told,
5. brush teeth without assistance,
6. clean fingernails,
7. brush his/her hair,
8. comb his/her hair,
9. shine his/her shoes.

HOUSEHOLD CHORES

SKILLS: Performs household chores related to self help and independence.

DEVELOPMENTAL RECORD BOOK: Page 12.

ASSESSMENT METHOD: Parent interview, observation of child.

MATERIALS: The materials and facilities used in this assessment should be those in the home or school where the chores will be typically performed.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence the grooming skills or behavior, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:85
8:84, 87
15:5, 6
26:152
35:106

DIRECTIONS: Make this assessment by interviewing the persons primarily responsible for the care of the child or by observing the child performing the skills.

Most likely the assessment will be made by the interview method. Thus, criterion questions (C.Q.s) have been included in the assessment procedures. The criterion questions also provide guidance and criteria for assessing the skills by other methods.

1-6 1. Remembers where objects are kept or belong.
C.Q.: **Does ________ remember where objects are kept so he/she can get and return them without asking?**

2-0 2. Imitates housework.
C.Q.: **Does ________ imitate you doing housework such as sweeping or dusting?**

3. Avoids hazards.
C.Q.: **Does ________ show caution regarding dangers of falls, cuts, and burns?**

2-6 4. Puts away jacket.
C.Q.: **Does ________ usually put his/her jacket where it belongs after wearing it?**
Note: "Usually" can be interpreted as 90 percent of the time if a more definite criterion is needed.

(Continued on page 110)

Continued

DIRECTIONS: *(Continued)*

5. Helps put things away.
C.Q.: **Does ________ help put things such as his/her toys away?**

3-0 6. Wipes up spills.
C.Q.: **Does ________ wipe up spills, using a sponge or cloth?**

7. Puts away toys.
C.Q.: **Does ________ usually put away toys in the appropriate place and at the appropriate time?**

Note: It is recommended "usually" be interpreted as 90 percent of the time if a more definite criterion is needed.

4-0 8. Places dirty clothes in hamper (or appropriate place).
C.Q.: **Does ________ usually place his/her dirty clothes in the clothes hamper or other designated place?**

9. Cleans up litter. 5-0
C.Q.: **Does ________ clean up the clutter resulting from cutting and pasting or snacking?**

(D-11B)

OBJECTIVES: By ________ (date), when requested to do so or at an appropriate time, ________ (child's name) will . . . (list as appropriate)

1. **remember where objects are kept and belong,**
2. **imitate housework such as sweeping or dusting,**
3. **avoid simple household hazards of falls, cuts, and burns,**
4. **put his/her jacket in the appropriate place after wearing it,**
5. **help put away things such as toys,**
6. **wipe up spills using a cloth or sponge,**
7. **put away his/her toys in the appropriate place at the appropriate time,**
8. **place his/her dirty clothes in the clothes hamper or other designated place,**
9. **clean up clutter from a snack or a cutting and pasting activity.**

E. PRE-SPEECH

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INTRODUCTION

GOAL OF THE PRE-SPEECH ASSESSMENT: The goal of this assessment is to obtain valid information about skills and behaviors which are prerequisites to and indicative of a readiness for developing speech and language skills. This section measures the skills and behaviors of receptive language, gesturing, and vocalization.

METHODS OF ASSESSMENT: The assessment of the three areas—receptive language, gestures and vocalization—occurs when obtaining valid answers to the criterion questions (C.Q.s) listed for each skill. (See criterion questions in the **DIRECTIONS** sections for each skill area.) The best method of getting valid answers varies from case to case, and depends on such factors as the age of the child, the reaction of the child to the assessment, and the objectivity of the parents. Thus, use judgment in determining which one or combination of the methods listed below will yield the most valid results and be most appropriate for each specific assessment. Choose among the following:

a. Observing the child,
b. Interviewing the parents or other informant using criterion questions,
c. Manipulating the assessment situation to discover the skills and behaviors of the child.

(Continued on page 113)

METHODS OF ASSESSMENT: *(Continued)*

Use a second method of assessment if you have any doubt about the validity of the results from your first method. For example, if the results of a parent interview are questionable, these results could be confirmed or disqualified by subsequent observations.

NOTE:

Be Alert for Possible Hearing Problems: An assessment of pre-speech skills and behaviors may uncover hearing problems.

One observation suggestive of a hearing problem is the lack of a startle (Moro) reflex, which is discussed on page 3.

A lack of, or significant delay in, the skills and behaviors in the Receptive Language (E-1) assessment based on an auditory input or stimulus is also suggestive of a possible hearing problem. This issue bears on skills 2, 4, 6, 7, 8, 9, 10 and 11.

The infant who has never babbled or who stops by four to six months of age should be checked for possible auditory handicaps. (38:17)

However, do not diagnose a hearing or auditory problem solely on the basis of the observations and data discussed above. An appropriate comment to the parents would be, "This suggests the possibility of a hearing problem which can cause a problem in _________'s speech and language development." Then suggest an auditory examination.

SKILLS: Exhibits skills/behaviors which indicate receptive speech.

DEVELOPMENTAL RECORD BOOK: Page 13.

ASSESSMENT METHODS: Parent interview, child performance—formal or informal.

MATERIALS: The natural environment of the child.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each positive answer to a criterion question.

REFERENCES: The following references were used to sequence pre-speech skills and behaviors, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:44
4:78, 84-5
5:2, 3
7:205-9
8:79-85:136
11:136
15:5
16:26
21:56-7
26:97, 256
27:154, 175-7
35:35, 44, 56-7, 64, 74
38:17, 22
40:134
42:136
47:118
48:1

DIRECTIONS: See page 112 for the goals and methods for this assessment. Also see how the criterion questions (C.Q.s) listed after each skill may be used for assessing the skill.

0-0 1. Notices faces of others.
C.Q.: **As a person comes into line of vision about 45 cm (18 in.) from ________'s face and talks to him/her, does he/she respond with a momentary glance?**
Note: This is the same as skill 6 on page 7 in the "Supine Position Skills and Behaviors" assessment.

0-2 2. Stops crying when someone enters the room.
C.Q.: **Does ________, as if anticipating care or attention, stop crying when someone enters the room?**
Note: If the child is crying because of pain or for reasons other than for care or attention, this question does not apply. Also, a hearing problem may exist.

0-4 3. Anticipates feeding on sighting food.
C.Q.: **Does ________ anticipate feeding upon seeing food?**
Note: Indicators might consist of focusing eyes on the food, showing excitement by kicking and waving arms, and vocalizing consoling sounds.

4. Eyes and head turn toward sound.
C.Q.: **Does ________ turn his/her eyes and head toward a sound such as a rattle or squeaking toy 1 m (3 ft.) to the side of him/her?**

(Continued on page 115)

Continued

DIRECTIONS: *(Continued)*

5. Responds to friendly speech or fondling with a smile or coo.
   C.Q.: **Does _________ respond with a smile or coo when he/she is fondled or spoken to in a friendly manner?**
6. Responds to angry voice with a frown, whimper or cry.
   C.Q.: **Does _________ respond with a frown, whimper or cry when he/she is spoken to in an angry voice or in a scolding manner?**

0-7 7. Understands and responds to name.
   C.Q.: **Does _________ respond in some way when his/her name is called?**
   Note: Response might include looking toward the person, smiling, or stopping what he/she is doing when the name is called.
8. Understands "no-no."
   C.Q.: **Does _________ react as if he/she understands the command "no-no"?**

0-9 9. Listens selectively to familiar words.
   C.Q.: Does _________ listen selectively to familiar words, such as words for food and activities, or names of people he/she likes?

10. Listens to tick of a watch.
   C.Q.: **Does _________ listen to the tick of a watch when it is held to the ears?**
   Note: This question refers to a watch that can be heard easily.

11. Attends a simple command. 1-0
   C.Q.: **Does _________ respond to simple commands such as "open your mouth," "come here," "lie down"?**
   Note: You may wish to ask the parents which commands the child responds to, and record them in the "Notes" section on page 13 of the *Developmental Record Book*.

(E-1B)

OBJECTIVES: By ___(date)___, when provided with the appropriate stimuli, __(child's name)__ will . . . .(list as appropriate)

1. **notice the faces of others,**
2. **stop crying in anticipation of care or attention when someone enters the room—not while experiencing genuine discomfort,**
3. **anticipate feeding upon seeing food,**
4. **turn his/her eyes and head toward sounds such as a rattle or squeaking of a toy,**
5. **respond to friendly speech and fondling with a smile or coo,**
6. **respond to an angry voice with a frown or other behavior indicating alertness,**
7. **respond in a manner indicating the understanding of his/her name,**
8. **respond in a manner indicating understanding of the command "no-no,"**
9. **respond to indicate selective listening to familiar words,**
10. **listen with interest to the tick of a watch,**
11. **attend and respond to simple commands.**

PRE-SPEECH GESTURES

SKILLS: Exhibits pre-speech gestures.

DEVELOPMENTAL RECORD BOOK: Page 13.

ASSESSMENT METHODS: Parent interview, child performance, formal or informal.

MATERIALS:

- an environment that is natural for the child
- a bell (skill 2) or other source of a sudden noise

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each positive answer to a criterion question.

REFERENCES: The following references were used to sequence pre-speech gesturing behavior, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:44, 74
4:83-4
5:2
7:205-9
8:81-3
11:136
15:4
21:56-7
26:98, 256
27:154, 172-7
35:35, 41, 64
38:16
42:136-7
47:118, 121
48:2

DIRECTIONS: See page 112 for the goals and methods for this assessment. Also see how the criterion question (C.Q.) listed after each skill may be used to assess the skill.

0-0 1. Smiles.
C.Q.: **Does _________ smile?**

2. Facial response to a ringing bell or sudden noise.
C.Q.: **Is there a facial response and a tightening of the muscles in response to a bell or sudden noise?**
Note: See Startle (Moro) Reflex on page 3.

3. Smiles when talked to.
C.Q.: **Does _________ have a spontaneous social smile?**
Note: This response cannot be judged if child is sleepy, ill, hungry, etc.

0-4 4. Laughs aloud.
C.Q.: **Does _________ laugh aloud?**

5. Raises arms when mother says, "Come here" or "Up."
C.Q.: **Does _________ raise his/her arms when the mother says, "Come here" or "Up" and reaches toward him/her?**

6. Shakes head "no."
C.Q.: **Does _________ shake his/her head for "no" indicating understanding of a simple "yes" or "no" question?**

0-7 7. Waves "bye-bye."
C.Q.: **Does _________ wave "bye-bye" at the appropriate time with apparent understanding?**

(Continued on page 117)

Continued

DIRECTIONS: *(Continued)*

8. Gives affection.
   C.Q.: **Does __________ show affection by means of a kiss, hug or a pat?**
9. Nods head for "yes."[1-0]
   C.Q.: **Does __________ shake his/her head for "yes," indicating the understanding of a simple question for which the answer is "yes"?**

NOTE:

Observing the Child at One Month of Age:

By one month of age, there is usually observable evidence that the child

a. enjoys the warmth and tingle of a bath,
b. enjoys the snugness of being wrapped and securely held,
c. reacts positively to being comforted and having needs met,
d. reacts negatively to discomfort and denial (16:91).

(E-2B)

OBJECTIVES: **By ____(date)____, when provided with the appropriate stimuli, __(child's name)__ will . . . .** (list as appropriate)

1. **smile,**
2. **show a facial response to the ringing of a bell or other sudden noise,**
3. **smile when talked to,**
4. **laugh aloud,**
5. **raise arms when mother (or caretaker) says, "Come here" or "Up" while reaching toward the child,**
6. **shake head "no" at the appropriate time to indicate comprehension,**
7. **wave "bye-bye" at the appropriate time indicating comprehension,**
8. **give affection by kissing, hugging, or patting,**
9. **nod head for "yes" indicating the understanding of a simple question for which the answer is "yes."**

SKILLS: Vocalizes pre-speech sounds.

DEVELOPMENTAL RECORD BOOK: Page 13.

ASSESSMENT METHOD: Parent interview, child performance, formal or informal observation.

MATERIALS: The natural or typical environment of the child is needed if the assessment is made by observation. A toy of interest may be helpful for skill 8.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

ACCURACY: Validation of a positive answer to the criterion question.

REFERENCES: The following references were used to sequence the skills of pre-speech vocalization, and to validate the developmental ages (See *Bibliography*, pages 246-7):

2:44, 74-5
4:83-4
5:2-6
7:208-9
8:80
11:136-7
15:5
16:26-7
21:57
26:64, 84, 98-9
27:175-6
35:34-7, 44-7, 57-9
38:16-9
40:451
42:136-7
47:121
48:1, 2

DIRECTIONS: See page 112 for the goals and methods for this assessment and use of criterion questions (C.Q.s) listed after each skill.

0-0 1. Makes small throaty sounds.
C.Q.: **Does ________ make small throaty sounds?**
Note: See note on "Observing the Infant at One Month of Age" (pg. 117).

0-1 2. Makes sounds of discomfort.
C.Q.: **Does ________ make sounds of discomfort when he/she is hungry or uncomfortable?**

3. Has a strong cry.
C.Q.: **Does ________ cry loudly and strongly when hungry or angry?**

4. Vocalizes pleasure sounds ("ah").
C.Q.: **Does ________ make pleasure sounds such as "ah" when in a happy and playful mood?**

5. Coos and gurgles.
C.Q.: **Does ________ make coos and gurgling sounds?**

0-4 6. "Talks" back when talked to.
C.Q.: **Does ________ "talk" or respond with sound when he/she is talked to?**

7. Squeals.
C.Q.: **Does ________ make squealing sounds?**

8. "Talks" to toy or pet of interest.
C.Q.: **Does ________ "talk" or make sounds when he/she holds a toy or a pet of interest.**

(*Continued on page 119*)

Continued

DIRECTIONS: *(Continued)*

0-8 9. "Sings" tones.
C.Q.: **Does _________ make any tones or sounds as if "singing" or "humming"?**

10. Babbles using several consonants.
C.Q.: **Does _________ babble simple sounds such as "ma," "da," etc.?**
Note: The word "consonant" is not used in the C.Q. because some parents may not know it. If you think that the parents do, the C.Q. can be reworded accordingly.

11. Say "mama" or "dada" with no specific meaning.
C.Q.: **Does _________ say "mama" or "dada" even if he/she does not apparently know the meaning?**
Note: Items 11 and 13 may be sensitive or discriminatory items if one or both parents does not live with the child.

12. Imitates sounds or words.
C.Q.: **Does _________ imitate words or sounds made by others?**
Note: You may wish to ask about words and sounds and then record them in the "Notes" section on page 13 of the *Developmental Record Book.*

0-10 13. Says "mama" or "dada" or other family names with meaning.
C.Q.: **Does _________ use the words "mama" or "dada" or other family names indicating meaning or purpose?**

1-0 14. Unintelligible jabbering.$^{1-3}$
C.Q.: **Does _________ jabber as if talking?**

(E-3B)
OBJECTIVES: **By ____(date)____, when provided with appropriate stimuli, ____(child's name)____ will . . .** (list as appropriate)

1. make small throaty sounds,
2. make sounds of discomfort,
***3. give a strong cry,**
4. make pleasure sounds,
***5. coo and gurgle,**
***6. vocalize ("talk") back when talked to,**
***7. squeal,**
***8. "talk" (vocalize) to an interesting toy or pet,**
9. make "singing" tones,
***10. babble using several consonants,**
***11. say "mama" or "dada" without specific meaning,**
12. imitate sounds or words of others,
13. say "mama" or "dada" or other family names with purpose and meaning,
***14. use jabbering as if talking, although the sounds are unintelligible to adults.**

Supplemental Assessment: It is recommended the examiner check whether the child can breathe through the nose. Breathing can be observed at the time of nursing or eating. The infant may stop nursing in order to breathe through the mouth.

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*Several "disappearing" skills and behaviors are listed in the objectives, and are not appropriate for children of certain developmental levels.

F. SPEECH AND LANGUAGE

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INTRODUCTION

GOAL OF THE SPEECH AND LANGUAGE ASSESSMENT: The goal of this assessment is to obtain answers and information related to the following questions:

a. What are the present developmental levels of the child's speech and language skills?

b. Are there significant delays in areas which would warrant a referral for additional evaluation and special help?

c. Is there evidence of significant problems involving voice, articulation, hearing and stuttering which warrant a referral for additional evaluation? (See NOTES on page 121.)

d. What objectives are appropriate for including in the child's individualized education program?

METHODS OF ASSESSMENT: The best methods to use in assessing the skills in this section of the *Inventory* vary according to the skill being assessed, the age of the child, the testing situation, and other factors. You should use your professional judgment and ingenuity in determining which one or combination of the methods listed below is most convenient, efficient and appropriate for assessing specific skills in each respective setting or situation.

a. **Parent Interview:** This approach may be the most appropriate in assessing syntax, social speech and verbal directions of the younger child.

b. **Class or group situations:** This method may be more appropriate for assessing social speech, singing and syntax for the child in a school program.

c. **Observations:** This method is helpful in determining whether or not directions are followed.

d. **Individual assessment:** This is the only method which should be used for assessing skills such as repeating digits, sentence memory and picture vocabulary.

e. **Engaging the child in conversation:** This method is most appropriate for assessing the length of sentences and personal data.

NOTES:

a. **Usual Development:** Most children at particular developmental ages are using specific sounds correctly. For example, by age:

3:0 m, n, p, h, w
4:0 b, k, g, f
5:0 y, ng, d
6:0 l, r, t, sh, ch, cr, dr, bl, cl, gl
7:0 v, th, (as in "tooth"), j, s, z, sp, sl, st (initial), sw, tr
8:0 th (as in "this"), sc, sn, sk, st (final)

Because these sounds are acquired by 90 percent of the children at these ages, their correct uses are good indications of developmental-articulation.

Allowing time for development and maturity is frequently the only and best therapy for developing articulation skills. However, if the child is having difficulty in being understood, or if there are significant delays or pronounced articulation problems, referral to or consultation with a speech therapist is in order so secondary effects (social, emotional, psychological) can be avoided.

b. **Observing and Noting Articulation Problems:** Observe for the following types of articulation problems and note them. The assessment procedure included in this section for diagnosing articulation problems is *F-7: Articulation of Sounds*, on pages 137-41.

- Omission: (Example: "_at" for "hat")
- Substitution: (Example: "wabbit" for "rabbit")
- Common substitutions in young children include:
  "t" for "k"
  "b" for "v"
  "f" for "th"
  "k" for "t"
  "ww" for "l" or "r"
  "th" for "s"
- Distortion: (Definition: A distorted sound is a substitution which cannot be identified as any known consonant or vowel; (Example: "s" produced by sucking air between the teeth.)

c. **The Two to Three Year Old Who Doesn't Talk:** In assessing a non-talker two to three years of age you should seek answers to the three questions listed below:

- Does the child have normal intelligence?
- Does the child hear well?
- Does the child understand what is said?

If a valid "yes" answer is obtained for each of these three questions, the child may start talking when gestures and pantomine prove to be inadequate means of communication. (35:290)

d. **Observing and Noting Voice Problems:** The process of assessing many of the speech and language skills in this section provides an excellent opportunity for evaluating voice qualities such as:

- Pitch: Is the pitch too high or too low for the child's age and sex?
- Loudness: Is the voice so loud as to disturb the listener or so weak as to interfere with communication?
- Flexibility: Is the voice inflexible and of a monotone that is unpleasant for others to listen to?
- General Quality: Are there unusual qualities about the voice such as breathiness, harshness, hoarseness or nasality?

If the answer to any of the above questions is "yes," a referral to or consultation with the speech therapist is in order.

e. **Related Skills:** The assessment procedures listed below and found in other sections of this *Inventory* assess related skills which are frequently included in an assessment of speech and language skills.

	Page
G-1: Body Parts	149-151
G-2: Colors	152-3
G-5: Quantitative Concepts	158-60
G-6: Directional/Positional Concepts	161-4
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SYNTAX

SKILLS: Uses words and combines them into appropriate phrases and sentences.

DEVELOPMENTAL RECORD BOOK: Page 14.

ASSESSMENT METHOD: Parent interview; child observation, formal or informal.

MATERIALS: In general, no materials are needed since the assessment is made largely by parent interview; however, the assessment of skill 4 will require some objects. Such objects should be familiar ones.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each positive answer to a criterion question.

REFERENCES: The following references were used to sequence the syntactic skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2: 74-5, 89
4: 85
5: 6
7: 209-13
8: 80, 85
11: 136-7
16: 42
21: 57
26: 143, 156, 164, 267-8
27: 178
35: 68, 74, 84, 106-8
38: 20-3
42: 136-8
47: 147
48: 2-4
50: 69

DIRECTIONS: This assessment is made by:

a. Using the interview method with the parents or other informant,
b. Observing the child in a social situation which encourages responses using the syntax speech skills to be assessed,
c. Engaging the child in conversation encouraging child responses using the syntax speech skills to be assessed.

Determine which one or combination of the methods listed will yield the most valid results and be convenient and efficient in each respective assessment.

Most likely, the assessment will be made by the interview method. Thus, criterion questions (C.Q.s) have been included in the assessment procedures. The criterion questions will also provide guidance and criteria for assessing the skills by other methods.

As lead questions for the interview with the parents,

Say: **Tell me about _________'s speech. What are some words or sentences he/she uses well?**

Evaluate the response resulting from the lead questions and record credit in the *Developmental Record Book* for whatever mastery the response clearly indicates. If information regarding specific skills is lacking, ask the criterion question related to the skill.

(Continued on page 123)

SYNTAX *(continued)*

Continued

DIRECTIONS:

0-10 1. Uses only one word.
C.Q.: **What are some words ________ says?**
Notes:
a. You may find it helpful to record some of the words or phrases the child says in the *Notes* section on page 14 of the *Developmental Record Book.*
b. The response to this C.Q. may also provide the information regarding skills 2, 3 and 4.

1-0 2. Says three words other than "mama" or "dada."
C.Q.: **Does ________ say three words other than "mama" or "dada"?**

3. Uses incomplete verb phrases.
C.Q.: **Does ________ use such phrases as "go bed," "get drink" or "see dog"?**
Note: If the parents do not appear to understand terms such as "verb, noun, subject-predicate, pronouns, phrases," do not use them. Instead, ask them to tell you "some of the things ________ says" and give them examples.

4. Names object shown.
C.Q.: **What are some objects ________ names or calls by name?**
Note: Give credit if two objects are named.

5. Uses phrases with adjective and noun.
C.Q.: **Does ________ use adjective-noun phrases such as "big ball," "good bottle" or "good boy/girl"?**

6. Uses subject-predicate phrases.
C.Q.: **Does ________ use phrases such as "daddy go," "cat jump" or "girl fall"?**

2-0 7. Uses plurals (adding "s").
C.Q.: **Does ________ use plurals adding "s" as with "boys," "balls," "flowers," and "cars"?**

8. Makes noun phrase with article.
C.Q.: **Does ________ say noun phrases such as "the dog," "a cat" or "an apple"?**

9. Refers to self by name.
C.Q.: **Does ________ refer to himself/herself by name or pronoun? Does he/she say "________ do it" or "I will do it"?**

10. Uses three-word phrases.
C.Q.: **Does ________ combine three or more words to make a complete sentence?**

11. Uses possessive noun phrases.
C.Q.: **Does ________ use possessive pronouns such as "my" or "mine"?**

12. Three-word sentences.
C.Q.: **Does ________ use three or more words to make a complete sentence?**

13. Uses pronouns to refer to others.
C.Q.: **Does ________ use pronouns such as "he," "she," "they," and "him" to refer to others?**

14. Asks simple questions.
C.Q.: **Does ________ ask simple questions using correct grammar?**

2-6 15. Refers to self by pronoun.
Note: See skill 9.

16. Adds "ing."
C.Q.: **Does ________ add "i-n-g" to words appropriately?**

17. Uses past tense.
C.Q.: **Does ________ use past tense verbs?**

(Continued on page 124)

Continued

DIRECTIONS: *(Continued)*

$^{3-0}$18. Indicates negatives by words other than "no."

C.Q.: **Does ________ use negative phrases other than "no," such as "I never," "I can't," or "I won't"?**

19. Uses plurals other than by adding "s." (eg., feet, mice)

C.Q.: **Does ________ use plurals other than by adding "s," such as "feet," not "foots," and "mice," not "mouses"?**

20. Asks questions about persons and things.

C.Q.: **Does ________ ask questions such as who, why, what, and how?**

$^{3-6}$21. Relates experiences with some understanding of sequence and ending.

C.Q.: **Does ________ adequately tell about an experience in which three or four events occur in a particular order?**

$^{5-0}$22. Asks definition of words.$^{6-0}$

C.Q.: **Does ________ ask the definition of words used by others?**

(F-1C)

OBJECTIVES: By ___(date)___, when provided with the appropriate stimuli, ___(child's name)___ will . . . (list as appropriate)

1. **say one word,**
2. **say three words other than "mama" or "dada,"**
3. **use abbreviated sentences,**
4. **name two or more familiar objects when asked their name,**
5. **use phrases with adjectives such as big, good, little, etc.,**
6. **use subject-predicate phrases,**
7. **use plurals (adding s),**
8. **use noun phrases with articles,**
9. ***refer to self by name,**
10. **use three-word phrases,**
11. **use possessive noun phrases,**
12. **use three-word sentences,**
13. **use pronouns to refer to others,**
14. **ask simple questions,**
15. **refer to self by pronoun,**
16. **add "ing" to verbs,**
17. **use past tense for verbs,**
18. **use negatives other than "no,"**
19. **use plurals other than by adding "s" (eg., feet—not foots),**
20. **ask questions about persons and things,**
21. **tell experiences with some understanding of sequence and closure,**
22. **ask definition of words which he/she does not understand.**

* This is a "disappearing" speech pattern and may not be appropriate as an objective.

LENGTH OF SENTENCE

SKILLS: Speaks using sentences of a certain length. Average number of words used in sentences:
$^{2\text{-}0}2$, $^{2\text{-}6}3$, $^{3\text{-}0}4$, $^{4\text{-}5}4.5$, $^{5\text{-}0}5$, $^{6\text{-}0}6$, $7^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 14.

ASSESSMENT METHOD: Observation of the child in assigned or relaxed performances.

DISCONTINUE: After a minimum of ten typical sentences, try to determine the average number of words per sentence.

TIME: Your discretion.

MATERIALS: Situations, topics or items of interest which will encourage talking in sentences.

DIRECTIONS: Make the assessment by counting the number of words in a sample of at least ten sentences typically used by the child. Then compute an average.

Formula:

$$\frac{\text{Number of words used in sample sentences}}{\text{Number of sentences}} = \text{Average sentence length}$$

Example:

$$\frac{\text{54 words}}{\text{12 sentences}} = \text{4.5 word sentence}$$

Record a sampling of ten or more sentences typically spoken by the child. Use one or more of the following methods.

a. Observe the child's speech in a natural speaking situation.
b. Engage the child in conversation about interests, family trips, etc. Do not ask questions which will encourage a simple "yes" or "no" response.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for making sentences of specific lengths. The developmental ages listed in this assessment are based on:

319 *Berry* (7: 210-11, 225-7)

(F-2)
OBJECTIVE: By ________ (date), when presented with the appropriate situation or setting, ________ (child's name) will use sentences with an average length of ________ (quantity) words.

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PERSONAL DATA RESPONSE

SKILL: Gives personal data verbally:

2-0 1. First name
2. Full name
3-0 3. Age
4. Sex
4-0 5. Names of siblings
6. Name of town
7. Street address
5-0 8. Birthday
9. Phone number
10. Parents' names
6-0 11. Complete address 7-0

DEVELOPMENTAL RECORD BOOK: Page 14.

ASSESSMENT METHOD: Child's performance.

MATERIALS: None.

DISCONTINUE: After failing two consecutive skills.

TIME: Your discretion.

ACCURACY: See notes with each question. Check the accuracy of the data given with a reliable source—parents, school records, etc.

DIRECTIONS: Ask the child the questions below, one at a time, pausing after each question for the child's response. Give encouragement if necessary.

2-0 1. First name

Ask: **What is your name?**

If the child gives his/her nickname,

Say: **That is your nickname. Can you tell me your real name?**

Do not give credit for the nickname.
If the child gives his/her full name, give credit for skill 2.

2. Full name

Ask: **What is your full name?**

If the child does not give his/her middle name,

Ask: **Can you tell me your middle name?**

3-0 3. Age

Ask: **How old are you?**

Note: A child usually learns to tell his/her age at three years old. However, he/she may experience some confusion after a birthday.

4. Sex

Ask: **Are you a boy or a girl?**

Note: With only two choices, the chance of correctly guessing is 50 percent. Thus, you may ask for a response several times during a time span of two weeks or more.

A recommended method of assessment in a group setting would be to first ask all girls to hold up their hands and then ask all boys. Such a procedure can be used once a day for a few weeks.

4-0 5. Siblings

Ask: **Do you have any brothers and sisters?**

Pause for the response. If the response is "yes,"

Ask: **What are their names?**

6. Name of town or city

Ask: **In what town or city do you live?**

7. Street address

Ask: **What is your address? Where do you live?**

Note: This question will not apply if the child lives on a street with no name, house number, etc. A described location is acceptable.

5-0 8. Birthday

Ask: **When is your birthday?**

Note: Give credit for month and day. The year of birth is usually not taught at this age level.

9. Phone number

Ask: **What is your telephone number?**

Notes:

a. If there is a reason to believe the child is from a home with no phone, the question should be prefaced with, **"Do you have a phone"?**

b. Area code is not required for credit.

(Continued on page 127)

Continued

Directions: *(Continued)*

10. Parents' names

Note: This may be a sensitive question for children from unusual family situations. Exercise care.

Ask: **Who are your parents? What are their names?**

Rephrase the question using "mother" and "father" if the child does not appear to know the word "parents."

11. Gives complete address

Ask: **What is your mailing address?**

Note: The zip code is required for all credit, as the address requested is the "mailing address."

REFERENCES: The following references were used to sequence skills of responding with data, and to validate developmental ages (see *Bibliography*, pages 246-7):

2:83-7
4:86-7
7:211, 225
8:85
11:138
21:57
26:42-4
35:106
38:20
42:139
51:2

NOTE: Supplementary Assessment: For children in school, you may want to ask "What school do you go to? What is the name of your school?"

(F-3)
OBJECTIVES: By ___(date)___, when requested to give personal data verbally, ___(child's name)___ will correctly . . . (list as appropriate)

1. give first name,
2. give full name,
3. tell his/her age,
4. tell if he/she is a boy or a girl,
5. name his/her siblings,
6. tell the name of the city/town in which he/she lives,
7. tell street address,
8. tell the month and day of his/her birthday,
9. tell his/her phone number,
10. give the names of his/her parents,
11. give his/her complete address.

SOCIAL SPEECH

SKILLS: Uses speech to engage in social relationships.

DEVELOPMENTAL RECORD BOOK: Page 14.

ASSESSMENT METHOD: Parent interview, child observation, formal or informal performance.

MATERIALS: A social situation.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence skills and behaviors of social speech, and to validate the developmental ages (see *Bibliography,* pages 246-7):

2:75
5:6
7:210-11
8:79-84
11:137
21:57
27:155
35:84, 109
42:137-8
47:147

DIRECTIONS: The assessment of these skills should be based as much as possible on the child's use of speech as he/she engages in social relationships. Thus, you can determine which one or combination of the methods listed below is most efficient.

a. Interview with parents or informant.
b. Observation of child in a social situation which encourages speaking.

You will probably make the assessment by the interview method. Thus, criterion questions (C.Q.s) for interviewing are included in the assessment procedures. These questions also provide guidance and criteria for assessing the skills by other methods.

Note: Be aware of possible cultural bias in the assessment questions for social speech. Change the content of criterion questions freely if you need to, to suit the special situation.

1-0 1. Points to, gestures or verbalizes wants and needs.

C.Q.: **Does ________ point, gesture or ask for things needed such as a drink of water or something to eat?**

Note: You may wish to determine which methods—pointing, gesturing, or verbalizing—the child uses. Record them in the "Notes" section of the *Developmental Record Book.*

(Continued on page 129)

Continued

DIRECTIONS: *(Continued)*

2. Responds appropriately when asked simple "yes" or "no" questions.
   C.Q.: **Does ________ understand and respond "yes" or "no" when asked questions such as "do you want a drink," or "are you cold"?**
3. Calls at least one person by name.
   C.Q.: **Does ________ call anyone by name?**
4. Asks for food at table.
   C.Q.: **Does ________ ask for food at the table by using the name of the food?**
5. Verbalizes toilet needs.
   C.Q.: **Does ________ usually communicate his/her toileting needs?**
   Notes: a. This repeats skill 7 in TOILETING, on page 104.
   b. If the reponse is "yes," it may be helpful to discuss the vocabulary used or how the child's need is communicated. Make note of this in the "Notes" section of the *Developmental Record Book*.

2-0 6. Responds appropriately when asked a question involving two or more choices.
   C.Q.: **Does ________ answer questions when given choice such as "do you want a drink of milk or a drink of juice," or "do you want to go with Mother or stay with Daddy"?**

7. Says "thank you" and "please" at appropriate times without being reminded.
   C.Q.: **Does ________ usually say "thank you" and "please" appropriately?**
   Note: "Usually" can be interpreted as 90 percent of the time if a more definite criterion is needed.

3-0 8. Delivers a simple message.
   C.Q.: **Does ________ deliver a message which might involve, for example, going to the garage and telling Daddy dinner is ready?**

9. Shows an interest in conversation of others.
   C.Q.: **Does ________ show an interest in the conversation of others?**

10. Responds and makes verbal greetings; for example, "hi."
   C.Q.: **Does ________ greet people with "hi" or "how are you" without being reminded?**

4-0 11. Acknowledges compliments or thanks with, for example, "you are welcome."
   C.Q.: **Does ________ respond to compliments with a thank-you or to being thanked with "you are welcome"?**

12. Says "excuse me" when disturbing or interrupting others.
   C.Q.: **Does ________ usually say "excuse me" appropriately without being reminded?**
   Note: "Usually" can be interpreted as 90 percent of the time if a more definite criterion is needed.

(Continued on page 130)

Continued

DIRECTIONS: *(Continued)*

5-0 13. Participates in a conversation without monopolizing it.
C.Q.: **Does ________ participate in a conversation without monopolizing it?**

14. Answers phone and summons person requested.
C.Q.: **Does ________ answer the phone and get the person the caller is requesting?**
Note: This skill will be inapplicable if there is no phone in the child's home or if the child has had no experience using the phone.

15. Delivers two-part verbal message.
C.Q.: **Does ________ deliver messages of more than one component, such as "Mother wants you to get the mail and then come to dinner"?**

16. Answers phone, takes simple message and delivers it to the right person. 6-0
C.Q.: **Does ________ answer the phone, take a simple message such as "Mr. Smith wants Daddy to call," and deliver the message?**

(F-4C)

OBJECTIVES: By ________ (date), when in the appropriate social situation, ________ (child's name) will . . . (add as appropriate)

1. point, gesture, or verbalize wants and needs,
2. respond appropriately when asked a simple "yes" or "no" question,
3. call at least ________ persons by name,
4. ask for food by name at the table,
5. verbalize toilet needs,
6. respond appropriately when asked a question involving two or more choices,
7. say "thank you" and "please" appropriately and without being reminded,
8. deliver a simple message,
9. show an interest in the conversation of others,
10. make verbal greeting (eg., "hi"),
11. acknowledge compliments or thanks,
12. say "excuse me" when disturbing or interrupting,
13. participate in a conversation without monopolizing it,
14. answer the phone and summon the person requested,
15. deliver a two-part oral message,
16. answer the phone, take a simple message, and deliver the message to the right person.

NOTES:

a. **Cultural Discrimination:** This assessment can be discriminatory if the family or culture does not value or teach certain social courtesies such as "thank you" or "please." This is especially relevant to skills 7, 10, 11 and 12.

b. **Child with no phone:** Skills 14 and 16 can be discriminatory to the child in a home without a phone.

VERBAL DIRECTIONS

SKILLS: Follows verbal directions listed below:

$^{1-6}$ 1. ...on the chair.
2. Come to me.
3. Give it to me.
4. Give me the....
$^{2-0}$ 5. Sit here.
6. ...in the box.
7. ...under the....
8. Bring it to me.
$^{3-0}$ 9. Bring me the....
10. ...by the chair.
$^{4-0}$ 11. ...in front.
12. ...beside....
13. ...above....
14. ...below....
15. ...behind....$^{5-0}$

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Parent interview, child performance.

MATERIALS:

- pencil
- paper
- one-inch block
- toy animal
- chair
- ball
- box

Note: The materials listed above are not needed for the parent interview method of assessment. Other materials also may be substituted.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each skill for which evidence indicates mastery.

REFERENCES: The following references were used to sequence the skills of following oral directions, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:85-6
4:86
5:8
7:210
8:81
11:137
21:57
27:155
35:84, 106, 115
42:138-9
48:4
50:71
51:2

DIRECTIONS: The purpose of this assessment is to determine which oral commands and directions the child usually comprehends and follows. You may

a. use the interview method with the parents or other informants,
b. observe the child as he/she follows the directions of others,
c. use objects such as those listed in the **MATERIALS** section and involve the child in a game which necessitates following directions.

Recommended assessment procedures for both the interview method and for getting a response to oral directions are listed on page 132. Adjust the assessment procedures as needed or appropriate.

Before interviewing, try to make the child feel at ease, so that shyness, stubbornness, or other inappropriate behavior will not interfere with your effectively conducting the assessment.

(Continued on page 132)

Continued

DIRECTIONS FOR ASSESSING BY INTERVIEW:

If the assessment is to be made by interview,

Say: **I will read a list of directions a child might hear. Tell me which directions you think ________ follows easily.**

Note: It is recommended "easily" be interpreted as roughly 75 percent of the time.

Read each verbal direction below separately, pausing after each for a response from the parents or informant.

1-6 1. **Put it on the chair.**
2. **Come to me.**
3. **Give it to me.**
4. **Give me the ball.**
2-0 5. **Sit here.**
6. **Put the ball in the box.**
7. **Put it under the chair.**
8. **Bring it to me.**
3-0 9. **Bring me the ball.**
10. **Put it by the chair.**
4-0 11. **Put it in front of the chair.**
12. **Put it beside the chair.**
13. **Put it above the book.**
14. **Put it below the ball.**
15. **Put it behind the chair.**$^{5-0}$

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DIRECTIONS FOR ASSESSING BY ASKING THE CHILD TO FOLLOW THE DIRECTIONS:

Present materials in the order listed below and ask the child to name them.

- pencil
- sheet of paper
- one-inch block
- standing toy animal
- small box
- ball
- chair

Notas:

a. It is important the child be familiar with all objects used in giving directions.
b. Do not give gestures when assessing understanding of verbal directions, except where indicated below.

Give each verbal direction listed below separately, pausing after each one for the child's response.

1-6 1. Present the toy animal and say: **Put it on the chair.**
2. Stand a few steps from the child and say: **Come to me.**
3. Present the toy animal and say: **Give it to me.**
4. Say: **Give me the ball.**
2-0 5. Point to the chair and say: **Sit here.** (Use a chair of appropriate size.)
6. Say: **Put the** (block or ball) **in the box.**
7. Say: **Put the pencil under the paper.**
8. Present the ball to the child, walk a few steps away and say: **Bring it to me.**
3-0 9. Say: **Bring me the pencil.**
10. Say: **Stand by the chair.**
4-0 11. Say: **Stand in front of the chair.**
12. Say: **Stand beside the chair.**
13. Say: **Hold the ball above the** (name of toy animal).
14. Say: **Hold the block below the** (name of toy animal).
15. Say: **Put the block behind the** (name of toy animal).$^{5-0}$

(Continued on page 133)

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Continued

(F-5C)

OBJECTIVES: By ____(date)____, when given the appropriate stimuli, verbal directions, or objects to manipulate, ____(child's name)____ will perform tasks using familiar objects to demonstrate his/her ability to follow these directions: (list as appropriate)

1. Put the (object) on the chair.
2. Come to me.
3. Give it to me.
4. Give me the (object).
5. Sit here.
6. Put it in the box.
7. Put it under the (object).
8. Bring it to me.
9. Bring me the (object).
10. Put it by the chair.
11. Put it in front of the (object).
12. Put it beside the (object).
13. Put it above the (object).
14. Put it below the (object).
15. Put it behind the (object).

NOTE: "Following Directions" integrates and requires several types of skills and abilities—auditory reception, directional and positional concepts, and auditory memory. Setting objectives for "Following Directions" should be done with caution and awareness, as there may be a need to identify and teach prerequisite skills.

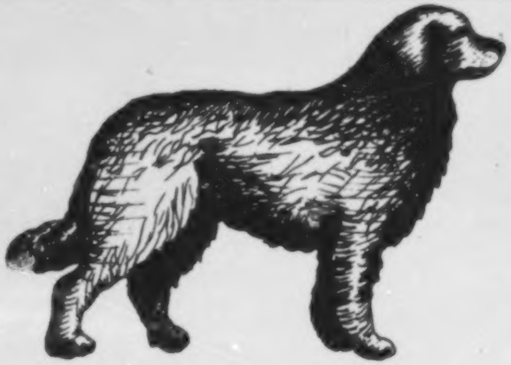
Continued

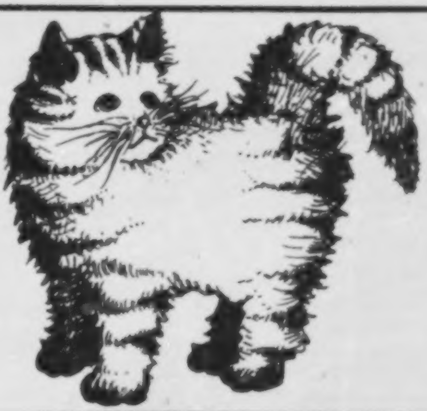
NOTES:

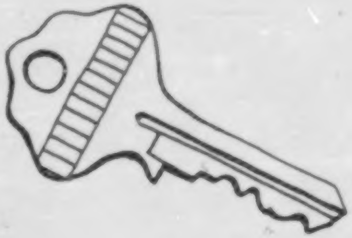
a. **Supplementary Assessment:** The action verbs below are frequently used in giving directions to young children. They may cause confusion, frustration and failure for children not understanding them. Thus you may wish to explain these terms as follows:

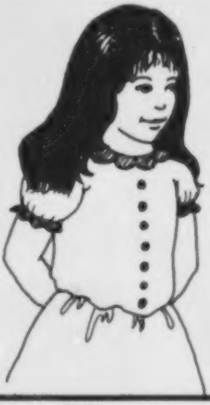
- **lift** - Lift your foot.
- **turn** - Turn the page. Turn your head.
- **move** - Move your foot. Move the chair.
- **tap** - Tap your foot.
- **hold** - Hold your hand up.
- **stand** - Stand up.
- **rub** - Rub your face.
- **wipe** - Wipe your nose.
- **clap** - Clap your hands.
- **circle** - Circle the red one.
- **chew** - Chew your food.
- **squeeze** - Squeeze the toy.
- **lay** - Lay the pencil on the desk.
- **pat** - Pat your knee.
- **look** - Look at your feet.
- **raise** - Raise your hand.
- **fill** - Fill the glass.
- **close** - Close the door.
- **dry** - Dry your hands.
- **open** - Open the box.
- **copy** - Copy the circle.
- **push** - Push on the door.
- **lie** - Lie down on the floor.
- **roll** - Roll over.

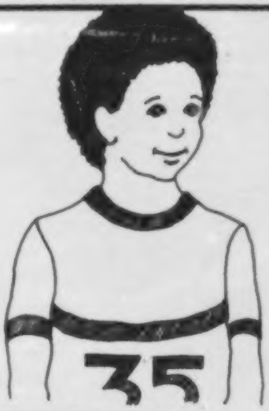
b. **Correlation with *Inventory of Basic Skills:*** Test 11, Page 14 of the *Inventory of Basic Skills* assesses the child's ability to remember and execute up to four verbal commands.







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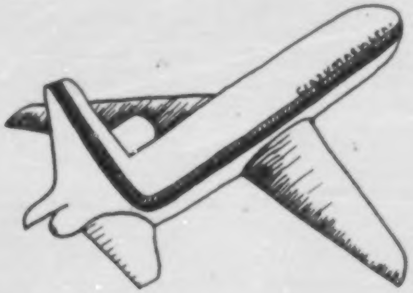
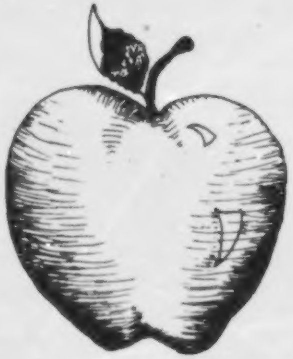
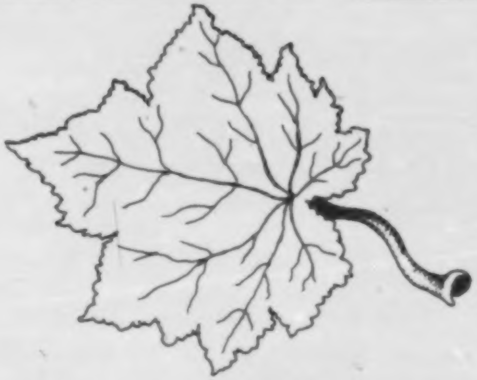
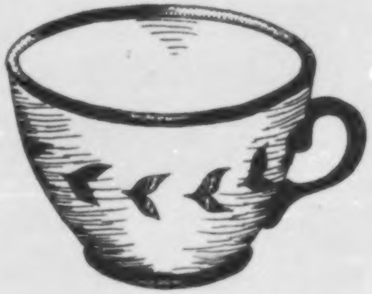








PICTURE VOCABULARY

SKILLS: 1. Points to pictures of common objects you name.
2. Names pictures of common objects you point to.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pages C-135 and C-136.

DISCONTINUE: After failure on three consecutive items.

TIME: Your discretion.

ACCURACY: Give credit for each correct response which identifies the picture. Permit substitutions such as "puppy" for "dog" and "father" for "man." Give credit for responses involving omissions, distortions and substitutions of sounds, as the skill being tested is "picture identification and naming," not "articulating sounds."

REFERENCES: The first eight pictures used in this assessment are objects pictured in the reading readiness materials of publishers listed below (current for 1978), and represent commonly used objects in most readiness vocabularies. The last ten pictures are objects pictured in the reading readiness materials of six of the seven publishers listed below.

- Ginn and Company
- Harcourt Brace Jovanovich
- Harper & Row
- Holt Rinehart and Winston
- Lippincott
- Lyons & Carnahan
- Scott, Foresman Co

DEVELOPMENTAL AGES: The developmental ages were validated with use of the references listed below (see *Bibliography*, pages 246-7):

2:77, 85-6
5:7-8
8:81
11:137-8
21:57
27:155,181
35:84,106
42:138
50:68-72
51:2

DIRECTIONS: This assessment may be performed for two skill levels: (a) points to picture when requested and (b) names pictures when pointed to. Thus, the first decision is, "Will the assessment be made for only one skill level or for two"?

Give credit for the lower level skill—points to picture when you name it—whenever the child performs the higher level skill. If, in your opinion, the child can perform at the higher level, save time by first assessing at the higher level.

The procedures for each skill level are indicated below.

1. Points to pictures of common objects named.
   Display the pictures on page C-135 before the child, and
   Say: **Look at these pictures.**

Pause to observe the child's reaction to the pictures. If the child can focus on specific pictures,

Say: **Show me the dog.**

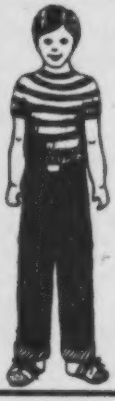
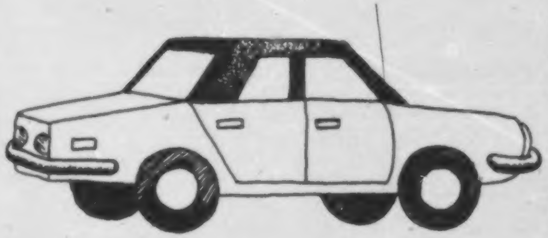
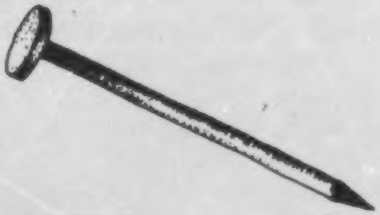
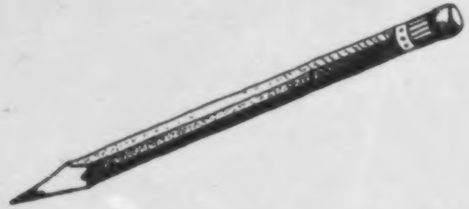
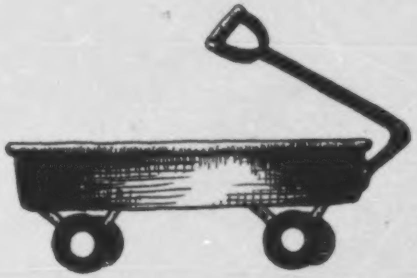
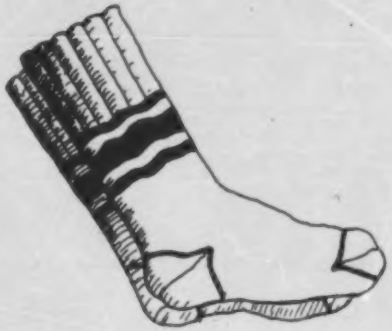
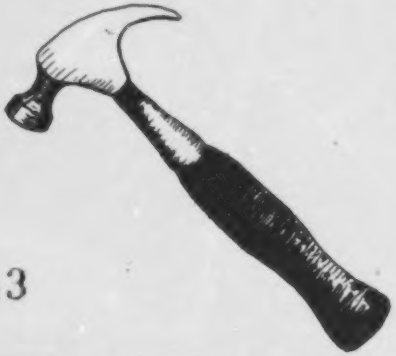
Pause for the child's response. If there is no response, rephrase the request,

Find the dog.

If the child does not respond, discontinue the assessment.

If the child points to the dog, continue the assessment by requesting that the child identify the other pictures in random order. If the child succeeds with the pictures on page C-135, continue the assessment with the pictures on page C-136.

(Continued on page 136)

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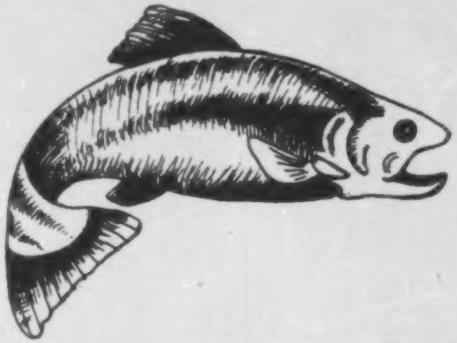
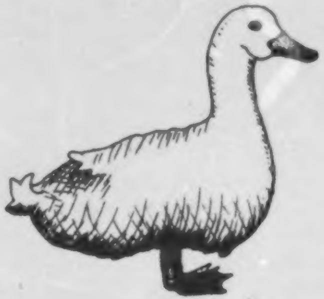

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Continued

DIRECTIONS: *(Continued)*

2. Names pictures when you point to them.
   Display the pictures on page C-135 before the child. Point to the pictures one at a time.

   Ask: **What is this? What do you call it?**

(F-6B:1)
OBJECTIVE: By ___(date)___, when the examiner names 18 pictures of objects often found in the reading readiness material of major publishers, ___(name)___ will correctly point to ___(quantity)___ of them.

(F-6B:2)
OBJECTIVE: By ___(date)___, when presented with 18 pictures of objects often found in the reading readiness material of major publishers, ___(child's name)___ will correctly name ___(quantity)___ of them.

Alternate Way of Presenting Pictures: The pictures on page C-135 and C-136 may be reproduced and cut so they can be presented individually.

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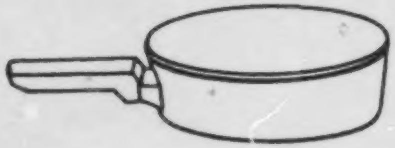
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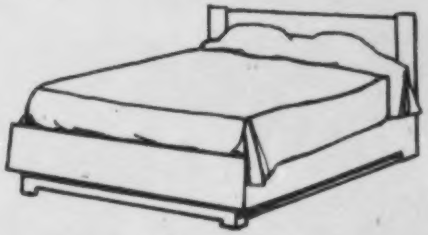
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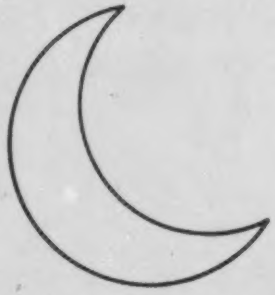
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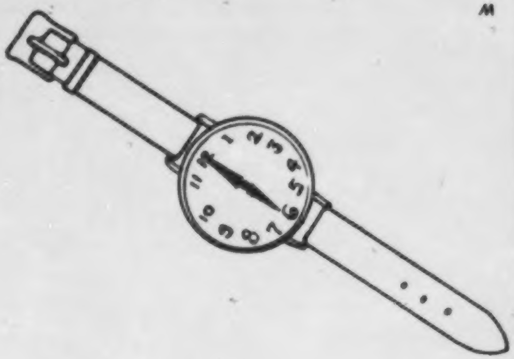
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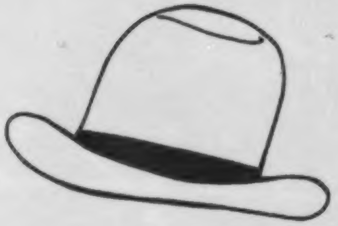
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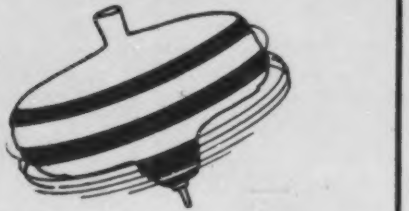
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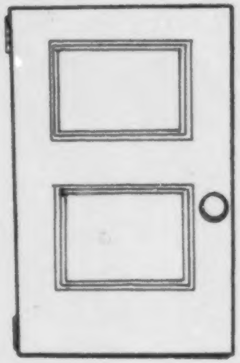
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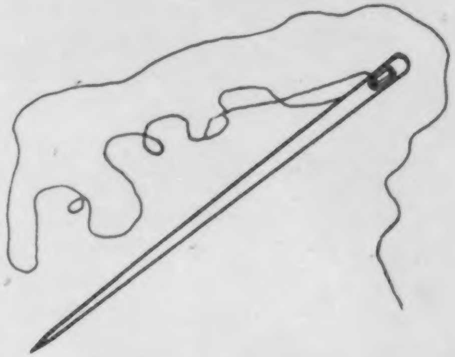
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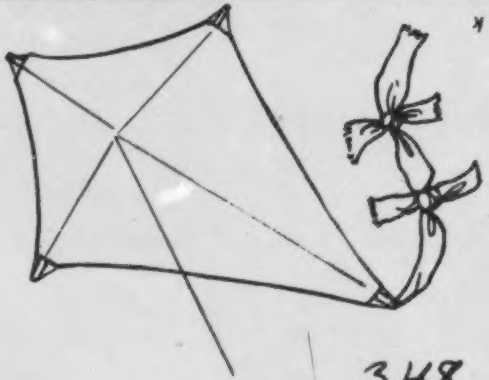
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ARTICULATION OF SOUNDS—INITIAL POSITION

SKILLS: Articulates beginning sounds of words.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pictures on page C-137, C-138 and C-139.

DISCONTINUE: After failure on three consecutive pictures.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

REFERENCES: The author's research on published normative data dealing with the developmental age and sequence for the articulation of sounds did not yield data with consistent agreement. The developmental ages listed correlate more with the reference *Learning to Talk* (38:20) than with any other references. See also page 121.

Correlation with the *INVENTORY OF BASIC SKILLS:* This procedure assesses the same skills as those included on page 15 and 16 of the *Inventory of Basic Skills*. Different pictures are used for most of the sounds. Thus, the form in one *Inventory* may be used as a pre-test and the form in the other *Inventory* used as a post-test.

DIRECTIONS: This assessment requires the child to name the pictures on child pages C-137, C-138 and C-139. Listen closely to the child's articulation of the beginning sounds.

Say: **I want you to tell me the names of these pictures.**

Point to the first picture on page C-130 (the pan), and

Say: **What is this?**

Listen carefully to the sound of the first letters. Continue across the page in the same manner.

If the child does not know the name of a picture or makes a substitution such as cap for hat, attempt to gain the desired response.

Say: **It is also called a ________**, or **What is another name for it?**

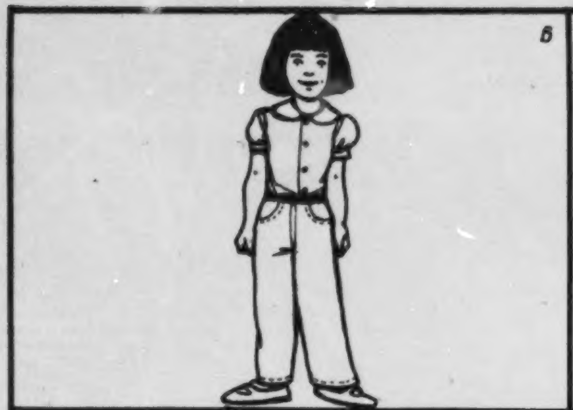
If the desired response does not occur, tell the child the appropriate word. Ask him/her to repeat the word. (The skill assessed involves making correct sounds, not recognizing pictures.)

Pictures continued on page C-138 and C-139.

Format of page C-137:

pan	bed	moon
watch	hat	top
door	needle	kite

(See page 139 for Objectives)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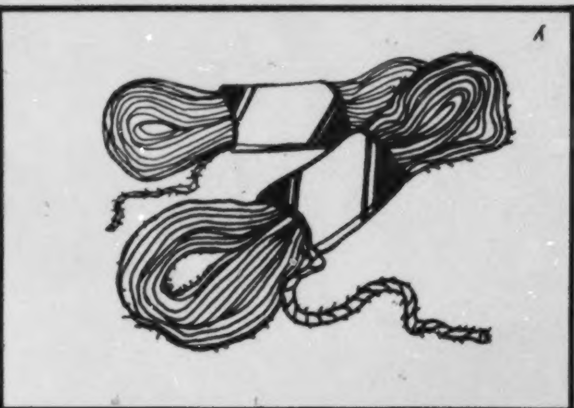
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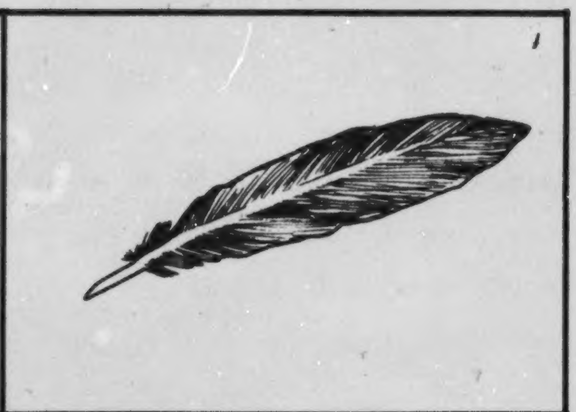
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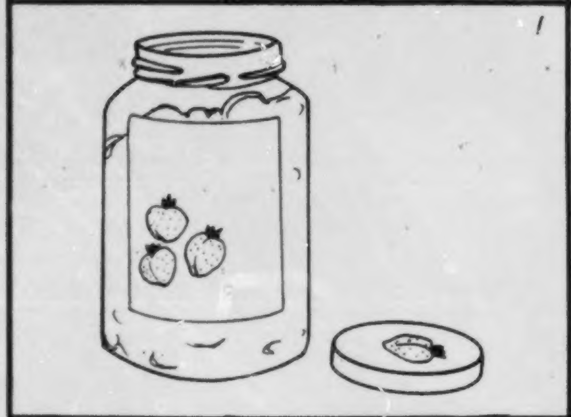
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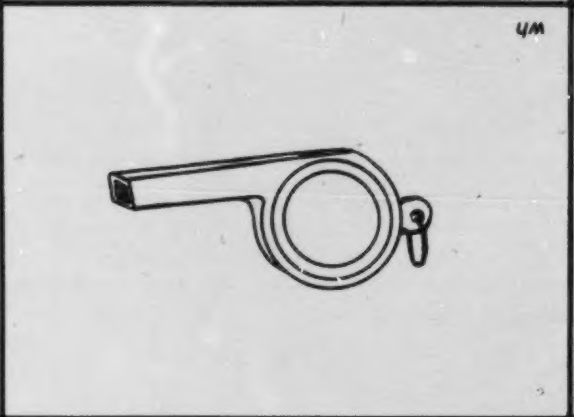
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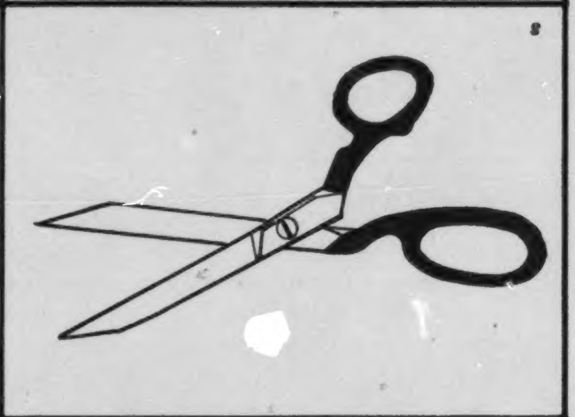
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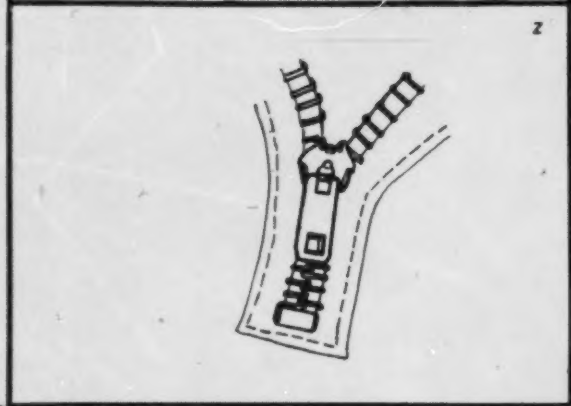
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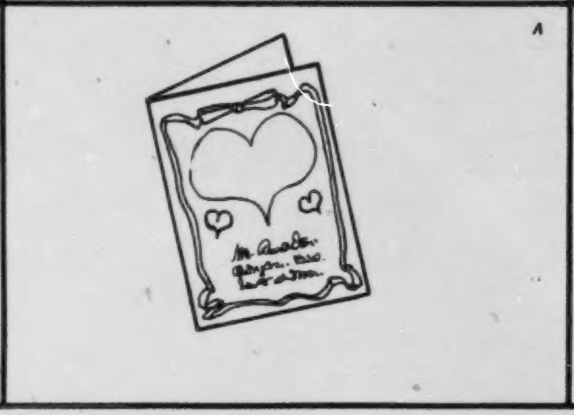
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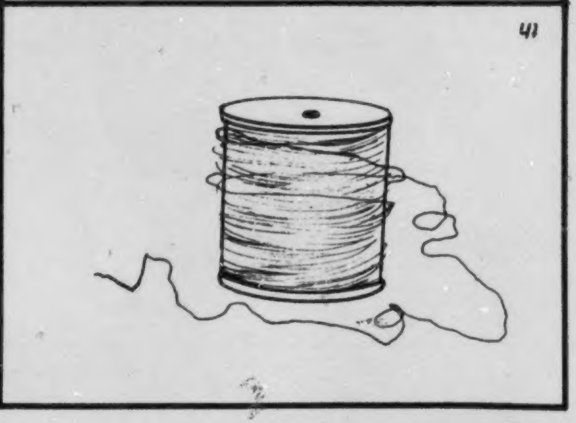
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ARTICULATION OF SOUNDS—INITIAL POSITION *(continued)*

Continued

SKILL: Articulates beginning sounds of words.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Pictures on page C-137, C-138 and C-139.

DISCONTINUE: After failure on three consecutive pictures.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skills of articulating beginning sounds of words. The developmental ages listed in this assessment correlate with the text, *Learning to Talk* (38:20).

DIRECTIONS: This assessment requires that the child name the pictures on pages C-137, C-138 and C-139. Listen closely to the child's articulation of the beginning sounds.

Say: **Tell me what these are.**

Point to the first picture on page C-137, and

Say: **What is this?**

Listen carefully to the child's articulation of the sound of the first letters. Continue across the page in the same manner.

If the child does not know the name of a picture or makes a substitution such as cap for hat, attempt to gain the desired response.

Say: **What is another name for it?**

If the desired response is still not given, tell the child the word you want. Ask him/her to repeat the word. (The skill being assessed is solely the articulation of sounds, and not picture recognition.)

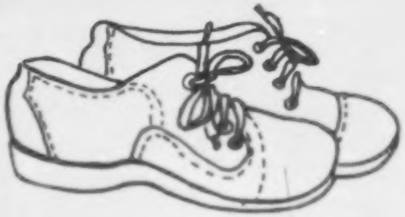
Pictures continued on page C-139.

Format of page C-138:

girl
jelly
zipper
yarn
whistle
valentine
feather
scissors
thread

Correlation with the *Inventory of Basic Skills:* This assessment procedure is equivalent to the one on pages 15 and 16 of the *Inventory of Basic Skills*. Different pictures are used for most of the sounds. Thus, the form in one *Inventory* may serve as a pre-test and the version in the other *Inventory*, as a post-test.

(See page 139 for Objectives)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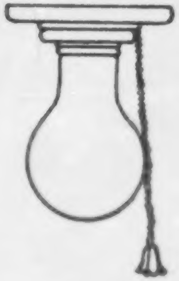
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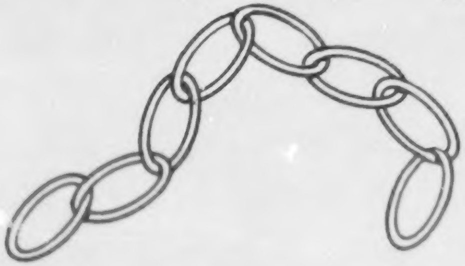
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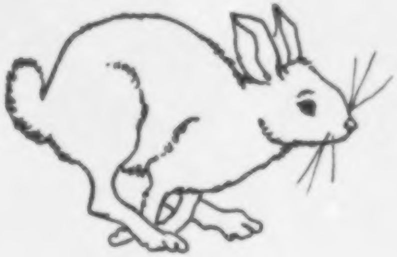
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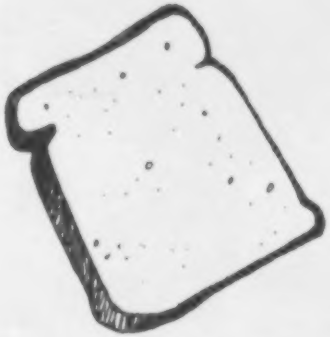
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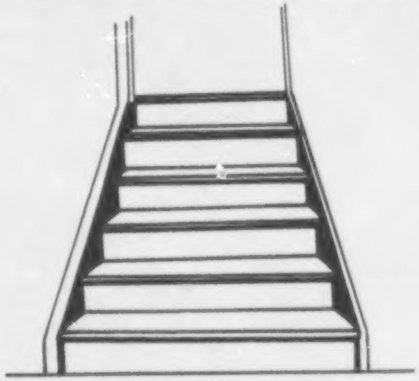
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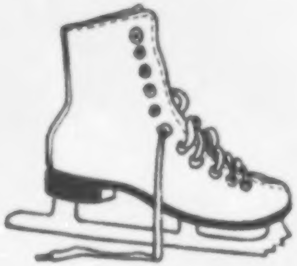
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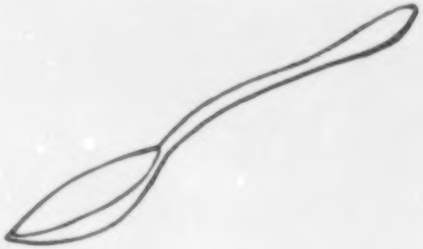
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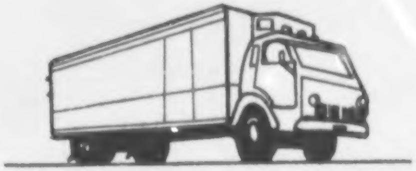
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ARTICULATION OF SOUNDS—INITIAL POSITION *(continued)*

Continued

SKILL: Articulates beginning sounds of words.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Pictures on pages C-137, C-138 and C-139.

DISCONTINUE: After failure on three consecutive sounds.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skill of sound articulation. The developmental ages listed in this assessment correlate most with the text, *Learning to Talk* (38:20).

DIRECTIONS: This assessment requires the child to name the pictures on pages C-137, C-138, and C-139. Listen closely to the child's articulation of beginning sounds.

Say: **Tell what you see in these pictures.**

Point to the first picture on page C-137 (the pan), and

Say: **What is this?**

Listen carefully to the sound of the first letters. Continue across the page in the same manner.

If the child does not know the name of a picture or makes a substitution such as cap for hat, attempt to gain the desired response.

Say: **What is another name for it?**

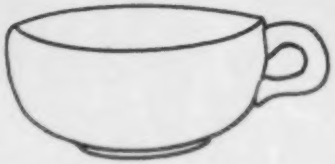
If the desired response is still not given, tell the child the word you want. Ask him/her to repeat the word. (The skill being assessed is articulation of sounds, not picture recognition.)

Format of page C-139:

shoes	light	chain
rabbit	bread	stairs or steps
skate	spoon	truck

Correlation with the *Inventory of Basic Skills:* This assessment procedure assesses the same skills as those included on page 15 and 16 of the *Inventory of Basic Skills*. Different pictures are used for most of the sounds. Thus, the form in one *Inventory* may serve as a pre-test with the other form in the other *inventory* serving as a post-test.

(F-7C)
OBJECTIVE: By ______ (date), when presented with 27 pictures of objects whose names have initial sounds in developmental sequence, ______ (child's name) will correctly articulate ______ (quantity) of the initial sounds when naming the pictures.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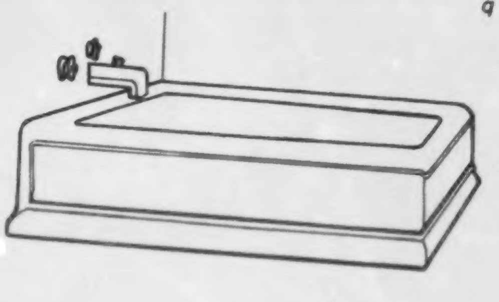
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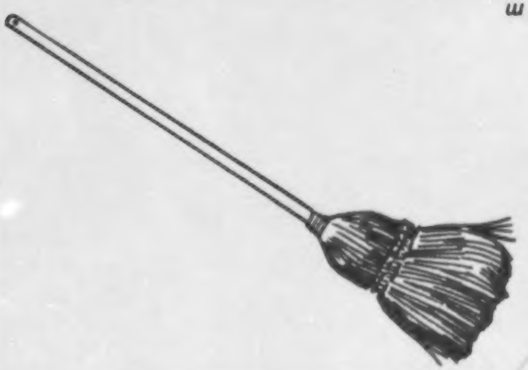
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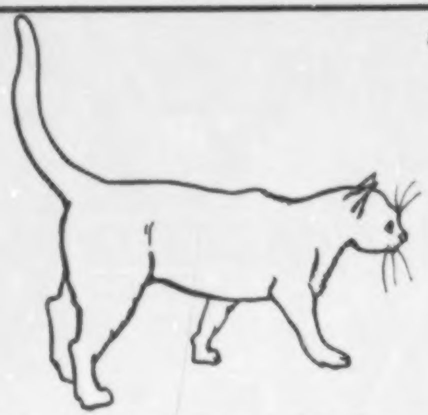
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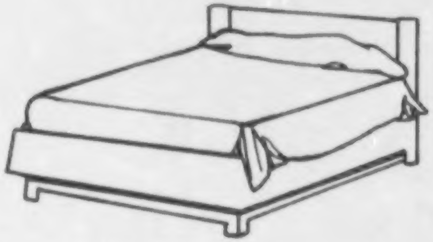
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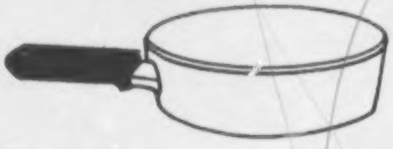
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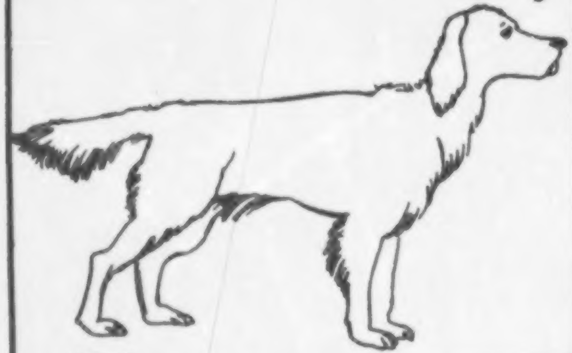
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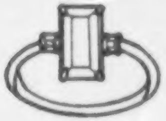
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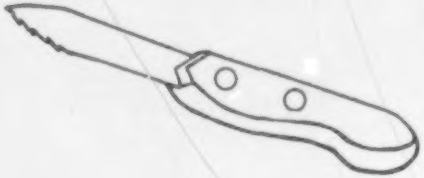
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ARTICULATION OF SOUNDS—FINAL POSITION

SKILL: Articulates ending sounds of words.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Pictures on page C-140 and C-141.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skills of sound articulation. The developmental ages listed in this assessment correlate most with the text, *Learning to Talk* (38:20).

DIRECTIONS: This assessment requires that the child name the pictures on pages C-140 and C-141. Listen closely to the child's articulation of the ending sounds.

Say: **Please name these things.**

Point to the first picture on page C-140 (the cup), and

Say: **What is this?**

Listen carefully to the sound of the final letters. Continue across the page in the same manner.

If the child does not know the name of a picture or makes a substitution such as dish for pan, attempt to gain the desired response.

Say: **What is another name for it?**

If he/she does not know it, tell the child the appropriate word. Ask him/her to repeat the word. (The skill assessed involves giving correct sounds, not recognizing pictures.)

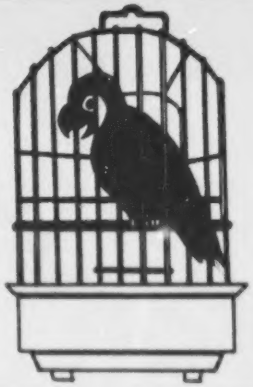
Pictures continue on page C-141.

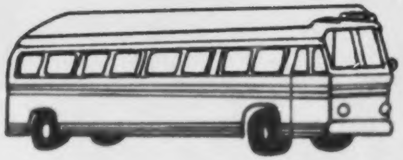
Format of page C-140:

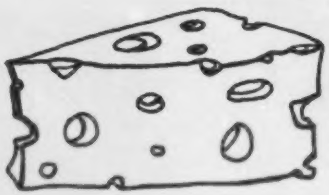
cup	bathtub	broom
cat	bed	pan
dog	ring	knife

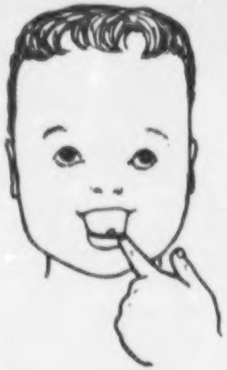
(See page 141 for Objectives)

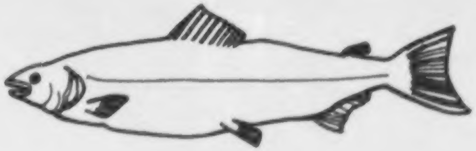
C-141

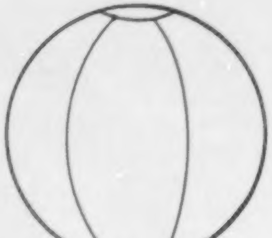


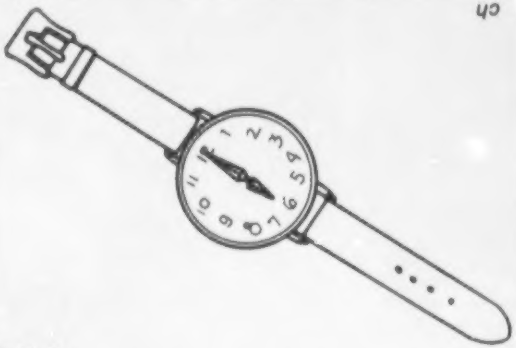


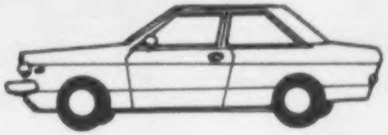


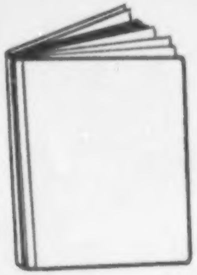












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364

ARTICULATION OF SOUNDS—FINAL POSITION *(continued)*

Continued

SKILL: Articulates ending sounds of words.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Pictures on pages C-140 and C-141.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skills of sound articulation. The developmental ages listed in this assessment correlate most with the text, *Learning to Talk* (38:20).

DIRECTIONS: This assessment requires the child to name the pictures on pages C-140 and C-141. Listen closely to the child's articulation of the ending sounds.

Say: **Tell me the names of these pictures.**

Point to the first picture on page C-140 (the cup), and

Say: **What is this?**

Listen carefully to the sound of the final letters. Continue across the page in the same manner.

If the child does not know the name of a picture or makes a substitution such as dish for pan, attempt to gain the desired response.

Say: **It is also called a ________.** *(pause)* or **What is another name for it?**

If the child does not give the desired response, tell the child the appropriate word. Ask him/her to repeat the word. (The skill being assessed involves making correct final sounds, not recognizing pictures.)

Format of page C-141:

cage (j)
tooth
watch
bus
fish
car
cheese (z)
ball
book

(F-7E)

OBJECTIVE: By ________ (date), when shown 18 pictures of objects having final sounds in a developmental sequence, ________ (child's name) will correctly articulate ________ (quantity) of the final sounds when naming the pictures.

REPEATS NUMBERS

SKILL: Vocally repeats numbers presented orally.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child's performance.

MATERIALS: List of numbers in the **DIRECTIONS** section.

DISCONTINUE: After determining the longest number span for which the child is unsuccessful on both trials (both spans).

TIME: Your discretion.

ACCURACY: Repeats one of two series of the same length.

REFERENCES: The following references were used to sequence skills of repeating numbers, and to validate the developmental ages (see *Bibliography*, pages 246-7):

8:79
11:138
35:106, 115
48:4-5
50:70, 73, 78, 88

DIRECTIONS: This assessment involves repeating the first series of numbers and pausing for the child to repeat the numbers. For the child unsuccessful with the numbers in the first series, give a second trial with the second series. Give credit for success on either list of the same length.

To introduce the procedure to the child,

Say: **Listen. Say "Three."**

Pause for the child's response. If the child responds correctly,

Say: **Now say "Three, five."**

If the child responds correctly, continue testing by pronouncing the numbers listed below.

Pause after each span for the child's response. Pronounce the numbers distinctly and uniformly at the rate of one per second. Do not "drop" your voice on the last number of the series.

Number of Digits	First Series	Second Series (second trial)
2	6—4	7—3
3	8—2—5	2—8—7
4	7—2—5—4	9—6—5—7
5	6—1—8—3—9	5—9—3—1—8

(F-8)
OBJECTIVE: By ______ (date), when orally given two-number lists one at a time of ______ (quantity) numbers in length, ______ (child's name) will demonstrate auditory recall by correctly repeating one of the lists.

SENTEN MEMORY

SKILL: Repeats sentence from memory.
Repeats sentence of ______ syllables.
(number)
$^{1\text{-}6}$1 2 $^{2\text{-}0}$3 4 $^{3\text{-}0}$5 6 $^{3\text{-}6}$7 8$^{4\text{-}0}$ 9 10$^{5\text{-}0}$ 11 12$^{6\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Child's performance.

MATERIALS: None.

DISCONTINUE: After determining the longest sentence the child can accurately repeat.

TIME: Your discretion.

ACCURACY: Give credit for each sentence the child repeats correctly. Count as errors:

- omission of a word or words,
- substitution of a word or words,
- addition of a word or words,
- change in a word or words,
- change in sequence of words.

Do not count as errors any omissions, substitutions or additions of syllables or sounds which appear to be the result of poor or immature speech.

REFERENCES: The following references were used to sequence skills of auditory recall and to validate developmental ages (see *Bibliography*, pages 246-7):

4:87
8:79
38:20
47:147
48:4-5

DIRECTIONS: Select the pair of sentences below which you expect the child can repeat easily. Then introduce the task to the child.

Say: **I want you to say what I say. Listen.** When the child appears to be listening, Say: **"big boy/girl."**

If the child does not respond, repeat the phrase **"big boy/girl,"** and encourage the child to repeat it. After the response,

Say: **That is good. Now say...**(reading the sentence of the length you expect the child can repeat easily).

If the child is successful on the first sentence of the pair, continue testing with the first sentence in the next pair of sentences.

If the child is incorrect in repeating the first sentence in the pair, read the second sentence.

Say: **Listen carefully. Say what I say.**

Number of Syllables	Sentences
$^{1\text{-}6}$2	I sleep. I walk.
$^{2\text{-}0}$3	I like milk. It is mine.
4	The dog can jump. He can play ball.
$^{3\text{-}0}$5	The dog can run fast. I like cake and milk.

(Continued on page 144)

SENTENCE MEMORY *(continued)*

Continued

DIRECTIONS: *(Continued)*

(Sentences continued from page 143)

Number of Syllables	Sentences
6	It is cold and may rain. The ball is red and blue.
3-6 7	Little birds can run and fly. The red car went down the road.
8	Betty can run and jump the rope. He can write his name and address.
4-0 9	She went to the store to buy some milk. Don wanted to go for a long ride.
10	Tom can draw and color in the big book. The dog does not like to stay in his house.
11	The blue bird did not want to go near the cat. The teacher wanted us to draw a picture.
5-0 12	Bill wanted to go to the store and get some milk. She gave the red plum and blue ball to the teacher. 6-0

(F-9B)

OBJECTIVE: By ____(date)____, when presented orally with two sentences (one at a time) of ____(quantity)____ syllables in length, ____(child's name)____ will demonstrate auditory recall ability by correctly repeating one of the two sentences.

SINGING

SKILL: Knows and sings some songs.

DEVELOPMENTAL RECORD BOOK: Page 15.

ASSESSMENT METHOD: Parent interview or child observation (usually during group participation).

MATERIALS: Music appropriate to the developmental level of the child for assessing skills 4, 5, 7 and 10.

DISCONTINUE: After failure on two consecutive skills.

TIME: Your discretion.

REFERENCES: The following references were used to sequence skills of singing, and to validate developmental ages (see *Bibliography*, pages 246-7):

4:87
11:138
26:297, 308, 320, 363
27:178-9
42:139
47:147

DIRECTIONS: Assess these skills informally by observing the child in activities as listed below:

- watching a TV program that includes music
- singing (music) period at school
- listening to records
- programs such as "sing-alongs"

Demonstrate and encourage the child to perform the singing skill if necessary.

The skills to be assessed are listed below:

0-6 1. Sings with tonation in the voice.
1-0 2. Listens to music and rhymes.
3. Hums spontaneously and sings syllables.
2-0 4. Sings along with music though words may be incoherent and voice off pitch.
5. Sings along with music using coherent words.
2-6 6. Sings parts of several songs spontaneously.
7. Participates in singing games.
8. Approximates correct pitch.
3-0 9. Knows a few songs completely.
10. Interprets the mood of music with body movement or facial expression. 4-0

(Continued on page 146)

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SINGING *(continued)*

Continued

(F-10B)

OBJECTIVES: By ____(date)____, when given appropriate music or encouraged, ____(child's name)____ will . . . (list as appropriate)

1. make sounds with tonation in his/her voice,
2. listen to rhymes and music,
3. hum spontaneously and sing syllables,
4. sing along with music though words may be incoherent and voice, off pitch,
5. sing along with music using coherent words,
6. sing parts of several songs spontaneously,
7. participate in singing games,
8. approximate correct pitch when singing,
9. know a few songs entirely,
10. interpret the mood of music with body movement or facial expression.

Alternate Method of Assessment: This assessment can also be made by using the parent interview method.

As a general lead question,

Ask: **What are some of the reactions ________ has to songs or music? Does he/she listen to music and/or sing?**

Evaluate the response to the question and record credit in the *Developmental Record Book* for all skills clearly mastered. If you need information concerning specific skills, ask questions related to them.

G. GENERAL KNOWLEDGE AND COMPREHENSION

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Goal of the General Knowledge and Comprehension Section

Assessment: The goal of the general knowledge and comprehension assessment is to obtain answers and information to the questions listed below.

1. What is the child's level of general knowledge as related to body parts, colors, shapes, time, and so forth?

2. What general knowledge, comprehension skills and concepts has the child mastered and which ones does he/she need to master in order to be able to:

   - understand and follow verbal directions and prevent learning problems?
   - read with comprehension when basic reading skills have been mastered?
   - comprehend math concepts?
   - better comprehend, respond appropriately to and function in different social situations?

(Continued on page 148)

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G. GENERAL KNOWLEDGE AND COMPREHENSION *(continued)*

NOTES:

1. **Multiple Levels of Assessment:** Several assessments in the General Knowledge and Comprehension area can be made on two or three skill levels. Examples of multiple levels of assessment are listed below.

Assessment	Levels assessed
Body parts	Receptive (points to body part named by someone else) Expressive (identifies body parts by name)
Colors	Matches Points to when named Names
Design Concepts	Matches Points to when named Names

Give credit for lower level skills whenever the child demonstrates mastery at a higher level. For example, if the child names the colors red, blue and green, give credit for the lower two skill levels—Matching and Pointing—for those colors without making the assessment. Thus, conserve time by assessing the higher level first whenever you expect the child to be successful. Give credit for the lower skill levels whenever mastery of the higher skill level has been shown.

You also may find it unnecessary to assess and record the data for all levels. Instead, select the levels to assess and record only those performances.

BODY PARTS—RECEPTIVE

SKILL: Points to body part named by someone else.

DEVELOPMENTAL RECORD BOOK: Page 16.

ASSESSMENT METHOD: Child's performance.

MATERIALS: None.

DISCONTINUE: After failure to point to three consecutive body parts as listed in the sequence.

TIME: Your discretion.

ACCURACY: Give credit for each body part identified when it is named.

REFERENCES: The following references were used to sequence skills of recognizing body parts, and to validate developmental ages (see *Bibliography*, pages 246-7):

4:86
5:7
8:86
11:137
21:57
25:155
38:18
48:3-5
50:68-70
51:2

DIRECTIONS: Make this assessment by having the child point to each body part as you name it.

Note: Naming the body part as it is pointed to or touched (Body Parts—Expressive) is a higher level skill than pointing to it when named (Body Parts—Receptive). Thus, you may wish to administer the Body Parts—Expressive assessment procedure on page 151 and give credit for the receptive level for each body part named.

Say: **Show me your** ________ (name of body part) or **Where is your** ________ (name of body part)**?**

Pause after each request for a response. Give encouragement if needed and praise correct responses. Give credit if the child makes an error but corrects it.

Request the body parts in the order shown below:

1-6 1. mouth
2. eyes
3. nose
4. feet
2-0 5. hair
6. tongue
7. teeth
8. hands
9. ears
10. head
11. legs
12. arms
3-0 13. fingers
14. thumbs
15. toes
16. neck
17. stomach
18. chest
19. back
20. knee
21. chin
22. fingernails
4-0 23. heels
24. elbows
25. shoulders
5-0 26. ankles
27. jaw
28. hips
29. wrists
30. waist 6-0

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BODY PARTS—RECEPTIVE *(continued)*

Continued

(G-1B:1)
OBJECTIVES: By ________ (date), when requested to do so, ________ (child's name) will point to the body parts listed below:

1. mouth,
2. eyes,
3. nose,
4. feet,
5. hair,
6. tongue,
7. teeth,
8. hands,
9. ears,
10. head,
11. legs,
12. arms,
13. fingers,
14. thumbs,
15. toes,
16. neck,
17. stomach,
18. chest,
19. back,
20. knees,
21. chin,
22. finger nails,
23. heels,
24. elbows,
25. ankles,
26. shoulders,
27. jaw,
28. hips,
29. wrists,
30. waist.

Alternate Objective Statement:
(G-1B:2)
OBJECTIVE: By ________ (date), ________ (child's name) will increase the number of body parts pointed to when requested from ________ (quantity currently points to) to ________ (quantity child will point to).

NOTES:

a. **The Shy, Reluctant Child:** The shy child may have difficulty with questions beginning "What?" If it appears the child knows the name of a body part but is reluctant to say it, you may offer encouragement by using incomplete statements such as "This is your ________," when you point to the body part.

b. **Supplementary Assessment and Activities:** You may wish to assess and teach awareness of the following:
- function of body parts,
- position of specific body parts as the whole body assumes different positions,
- range of movement of different body parts,
- body parts touched when eyes are closed,
- body parts of dolls or other people.

c. **Correlation with *Inventory of Basic Skills*:** The identification of body parts is included in *Inventory of Basic Skills*, Test 19 on page 10.

BODY PARTS—EXPRESSIVE

SKILL: Names body parts you indicate.

DEVELOPMENTAL RECORD BOOK: Page 16.

ASSESSMENT METHOD: Child's performance.

MATERIALS: None.

TIME: Your discretion.

ACCURACY: Give credit for each body part indentified by name.

DIRECTIONS: Have the child name the body parts you point to or touch. Point to the body parts of the child in the sequence listed below.

Ask: **What do we call this?** or **What is the name of this body part?**

Pause after each request for the child's response. Give encouragement if necessary and praise correct responses.

The sequence for pointing to and requesting the name of body parts is listed below:

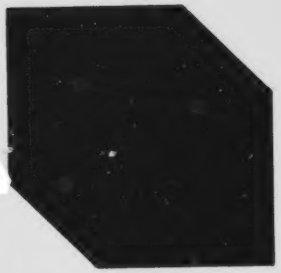
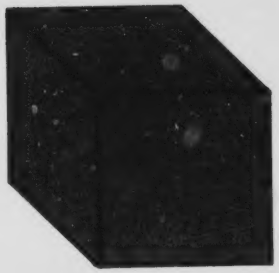
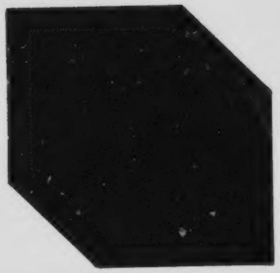
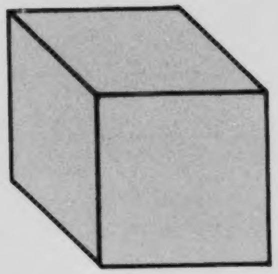
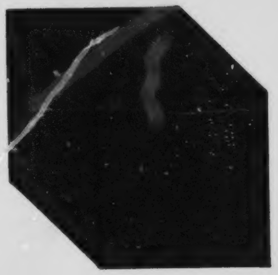
$^{2\text{-}0}$ 1. mouth
2. eyes
3. nose
4. feet
$^{2\text{-}6}$ 5. hair
6. hands
7. ears
8. head
9. legs
10. arms
$^{3\text{-}6}$ 11. fingers
12. thumbs
13. toes
14. neck
15. stomach
16. chest
17. back
18. knees
19. chin
$^{4\text{-}6}$ 20. heels
21. finger nails
22. elbows
23. ankles
$^{5\text{-}6}$ 24. jaw
25. shoulders
26. hips
27. wrists
28. waist$^{7\text{-}0}$

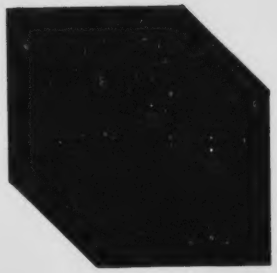
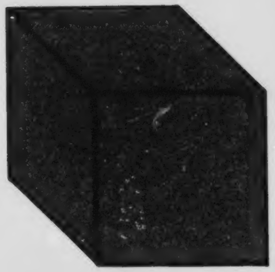
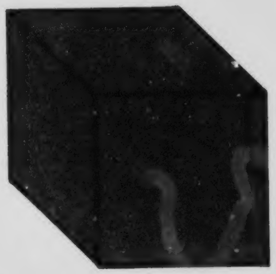
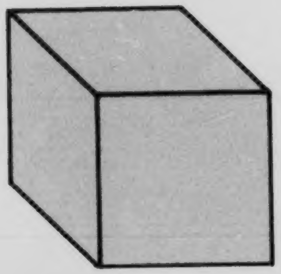
(G-1C:3)
OBJECTIVES: By ____(date)____, when requested to do so, ____(child's name)____ will name the body parts listed as the examiner points to or touches them on the child. The body parts to be named are listed in the **DIRECTIONS** section.

Alternate Objective Statement:

(G-1C:4)
OBJECTIVE: By ____(date)____, ____(child's name)____ will increase the number of body parts designated by the examiner that he/she can name from ____(quantity the child presently names)____ to ____(quantity the child will name when the objective is achieved)____.

C-152

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COLORS

SKILL: Identification of colors.

1. Matches colors.
   $^{2-6}$red, blue, green, yellow, $^{3-0}$orange, purple, brown, black, pink, white$^{4-0}$
2. Points to colors requested.
   $^{3-0}$red, blue, green, yellow, $^{4-0}$orange, purple, brown, black, pink, white$^{6-0}$
3. Names the following colors when you point to them:
   $^{4-0}$red, blue, green, yellow, $^{5-0}$orange, purple, brown, black, pink, white$^{7-0}$

DEVELOPMENTAL RECORD BOOK: Page 16.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Color samples on page C-152 and C-153.

DISCONTINUE: After two consecutive failures at each skill level. (See skill levels listed above and "Multiple Levels of Assessment" on page 148).
Whenever a child fails at the lower skill level for a color, do not assess at a higher skill level.

TIME: Your discretion.

REFERENCES: The following references were used to sequence skills of naming color, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:88
4:87
7:210, 255
8:77
21:57
26:322
35:115-6
42:139
47:147
51:2

DIRECTIONS: The assessment of the child's knowledge may be made on one, two, or three different skill levels. They are:

1. matching colors
2. pointing to color when you request it
3. naming colors when you point to them

Decide the level for making the assessment and follow the directions below and on page 153 for that level.

1. **DIRECTIONS FOR MATCHING COLORS.**
   Point to the first red block, and
   Say: **Look at the colored block.**
   When the child has focused on the picture of the red block,

Say: **Look at these blocks down here** *(point to the blocks at the bottom of page C-152)* **and find one the same color. Find another one like it.**

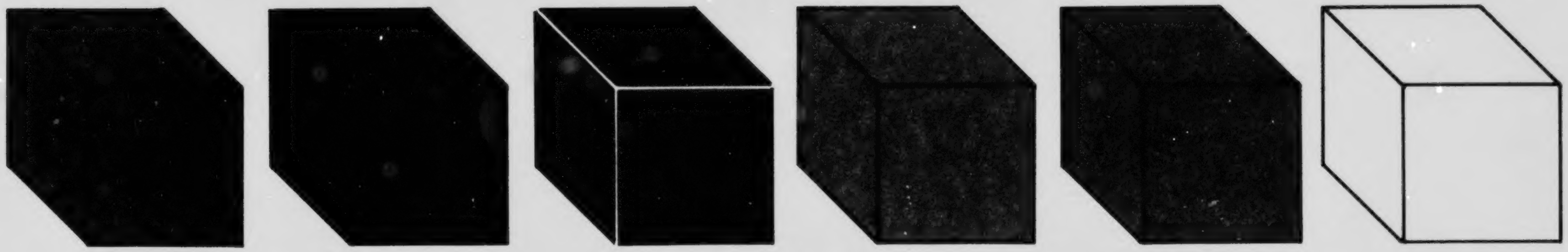
Pause for the child's response.
If the child does not appear to understand the directions, point to the red block at the bottom of the page, and

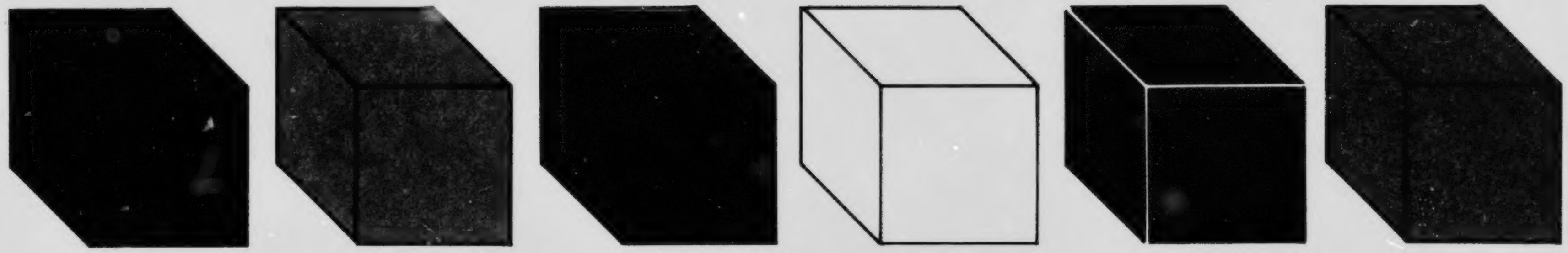
Say: **These two** *(pointing to the two red ones)* **are just alike. They are the same color.**

Continue the same procedure with the other colors. Do not give additional assistance.

(Continued on page 153)

C-153





Continued

DIRECTIONS: *(Continued)*

2. **DIRECTIONS FOR POINTING TO COLORS WHEN ASKED TO DO SO:**

Begin the assessment on page C-152.

Say: **Look at these blocks and find two red ones. Point to the two red ones.**

Wait for the child's response. If the child points to only one,

Say: **Find another red one.**

Continue the assessment.

Say: **Show me two blue ones.** *(Continue for green, yellow, and orange.)*

Continue on page C-153 for the following colors:
purple, brown, black, pink, gray, white.

3. **DIRECTIONS FOR NAMING COLORS:**

Begin the assessment on page C-152. Point to each picture of the blocks in the row nearest you, starting with the red one.

Say: **What color is this?**

Continue the same procedures for the pictures on page C-153.

If the accuracy of the child's response for a particular color is questionable, confirm or check by pointing to the same color at the bottom of the page.

Say: **What color is this?**

(G-2B:1)

OBJECTIVE FOR MATCHING: By ____(date)____, when presented with an assortment of color pairs, ____(child's name)____ will match ____(quantity)____ of the colors.

(G-2B:2)

OBJECTIVE FOR POINTING: By ____(date)____, when presented with an assortment of colors and requested to do so, ____(child's name)____ will correctly point to ____(quantity)____ of them.

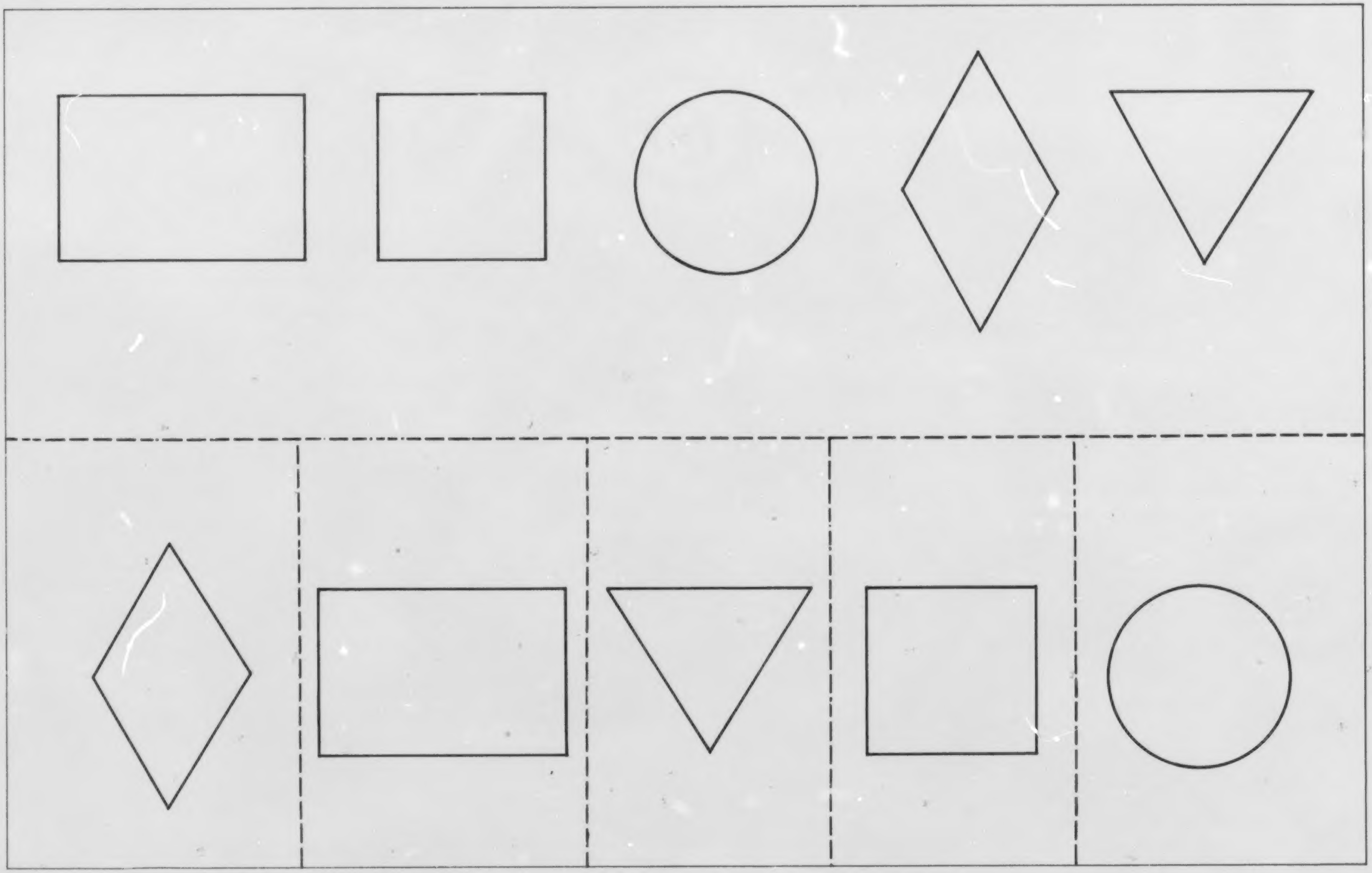
(G-2B:3)

OBJECTIVE FOR NAMING: By ____(date)____, when presented with samples of 11 colors in an order commonly taught, ____(child's name)____ will correctly name ____(quantity)____ of the colors.

NOTES:

a. **Correlation with the *Inventory of Basic Skills*:** Test 1, page 2 of the *Inventory of Basic Skills* assesses the naming of the same colors. It may be used as a second form for assessing the naming of the same color.

b. **Alternate Methods:** Blocks of different colors or color samples may be used for these assessments if the colors can easily be identified by a common color name. You may also use crayons.



C-154

DESIGN CONCEPTS

SKILL: 1. Matches common designs:

$^{3-0}$circle square $^{3-6}$triangle rectangle diamond$^{5-0}$

2. Points to design upon request:

$^{4-0}$circle square triangle rectangle diamond$^{6-0}$

3. Names design when pointed to:

$^{5-0}$circle square triangle rectangle diamond$^{7-0}$

DEVELOPMENTAL RECORD BOOK Page 16.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Designs on page C-154.

DISCONTINUE: After two consecutive failures at each level. (See "Multiple Levels of Assessment" on page 148.)

If the child fails at the lower skill level for a given design, he/she should not be assessed at a higher skill level for that design.

TIME: Your discretion.

DIRECTIONS: The assessment of the child's knowledge of designs may be made on one, two or three different levels:

1. Matches designs.
2. Points to design upon request.
3. Names design when pointed to.

Decide at which level or levels the assessment will be made and follow the directions on this page and on page 155.

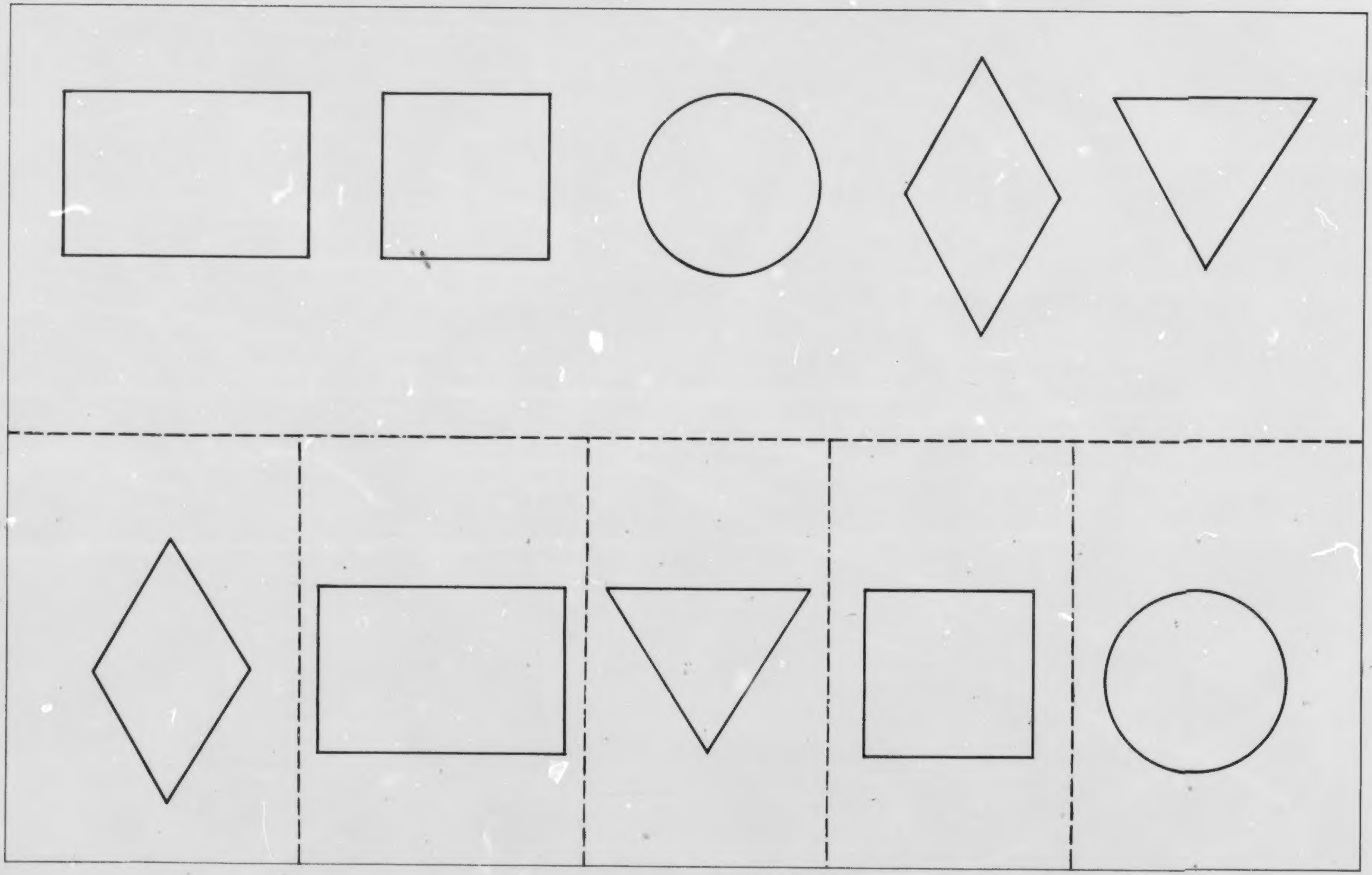
1. **Matching Designs:**
Point to the circle in the upper left corner of page C-154.

Say: **Show me one like this. Find it down here.** (Move your finger above the bottom row of designs.)

If the child appears to misunderstand the directions, point to the circle at the bottom, and

Say: **These two are alike. They are the same.**
Continue this procedure with the other designs across the top of the page. Do not give additional assistance.

(Continued on page 155)



399

C-155

400

DIRECTIONS: *(Continued)*

2. **POINTS TO A DESIGN WHEN IT IS NAMED:**

Point to designs on page C-154.

Say: **Show me two squares.**

Pause for the child's response. Continue with the same procedure for the other squares. If the child points to only one design when two have been requested,

Say: **Show me another ________.**

3. **NAMES DESIGNS WHEN THEY ARE INDICATED BY THE EXAMINER:**

Begin the assessment on page C-152. Point to the individual designs across the top of the page, and

Ask: **What do we call this design?**

If there is a question about the accuracy of a response for a particular design, check by pointing to the same design at the bottom of the page, and

Ask: **What do we call this design?**

(G-3B:1)

OBJECTIVE FOR MATCHING: By ____(date)____, when given two sets of five different designs (circle, square, triangle, rectangle, and diamond), ____(child's name)____ will indicate the ability to match ____(quantity)____ of the designs by pointing out matching designs as the examiner points to one and says, **"Show me one like this."**

(G-3B:2)

OBJECTIVE FOR POINTING TO A DESIGN WHEN IT IS DESIGNATED BY THE EXAMINER: By ____(date)____, when given two sets of five different common designs (circle, square, triangle, rectangle, and diamond), ____(child's name)____ will identify ____(quantity)____ of the designs by pointing to them when they are designated by name.

(G-3B:3)

OBJECTIVE FOR NAMING DESIGNS WHEN THEY ARE POINTED TO BY THE EXAMINER: By ____(date)____, when shown five different common designs (circle, square, triangle, rectangle and diamond), ____(child's name)____ will identify ____(quantity)____ of the five designs by naming them as the examiner points to each and asks, **"What do we call this design?"**

TIME CONCEPTS

SKILL: Correctly uses or comprehends time words and phrases.

3-0 1. today
2. last night
3. tonight

4-0 4. yesterday
5. tomorrow
6. tomorrow night

5-0 7. day before yesterday
8. day after tomorrow
9. morning
10. afternoon

6-0 11. last week
12. next week
13. last year

7-0 14. next year

ASSESSMENT METHODS: Observation of child, child's performance, or parent interview.

DEVELOPMENTAL RECORD BOOK: Page 16.

MATERIALS: None.

DISCONTINUE: After failure on three consecutive items.

TIME: Your discretion.

REFERENCES: The following references were used to sequence skills of time concepts and to validate developmental ages (see *Bibliography*, pages 246-7):

2:83-9
7:211, 225-6
35:115-6
47:147

DIRECTIONS: Note that the skill being assessed is "Correctly uses or comprehends time words and phrases." This double statement provides considerable flexibility in assessment. But both skills are difficult to assess formally and with unquestionable validity. Thus, the assessment should occur in as natural and practical a situation as possible. Use your professional judgment and ingenuity in determining which method or combination of methods listed below will yield the most dependable results in various assessment situations.

a. Assess the child's use of words or phrases during daily experiences.

b. Interview parents.

c. Ask the child questions regarding past or future events and activities.

The first method (a) might consist of assessing the correctness of comments and statements made by the child, such as the following:

- Today I will play with Jim.
- Last night I went to Grandma's.
- Tonight we are going to the movies.
- My birthday was yesterday.
- I will go to play with Bill tomorrow.

(Continued on page 157)

Continued

DIRECTIONS: *(Continued)*

The second method (b) might involve asking questions such as those below:

- If you told ______ (child's name) you were going somewhere tomorrow night, would he/she understand when you were going?
- Does ______ (child's name) use the phrase "day before yesterday" with apparent understanding?
- Does ______ (child's name) use the phrase "day after tomorrow" with apparent understanding?

The third method (c) might consist of asking questions such as those listed below:

- When do you eat breakfast?
- When are you going to go play with Jim?
- Where do you go tomorrow?
- What happened last week?
- When did you see your grandmother?
- When are you going to the movies?

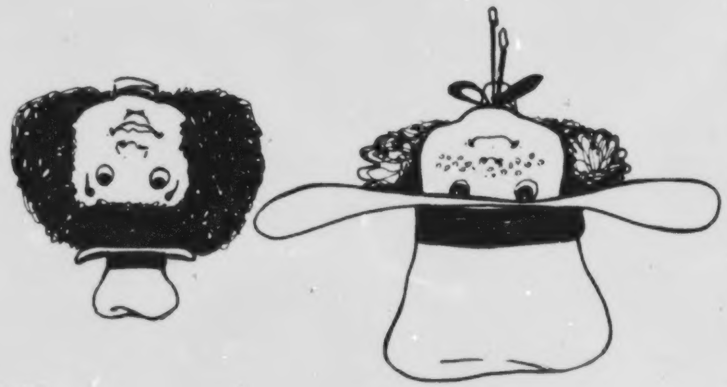
(G-4B)

OBJECTIVES: By ______ (date), when experiencing events, activities and situations, ______ (child's name) will correctly use or demonstrate understanding of the time words and phrases listed below: (list as appropriate)

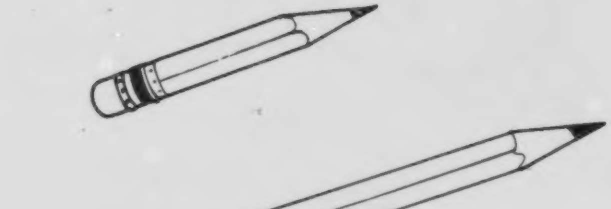
1. today,
2. last night,
3. tonight,
4. yesterday,
5. tomorrow,
6. tomorrow night,
7. day before yesterday,
8. day after tomorrow,
9. morning,
10. afternoon,
11. last week,
12. next week,
13. last year,
14. next year.

405

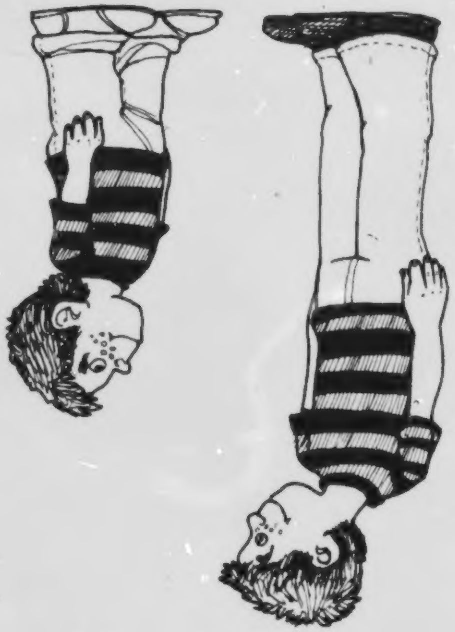
406



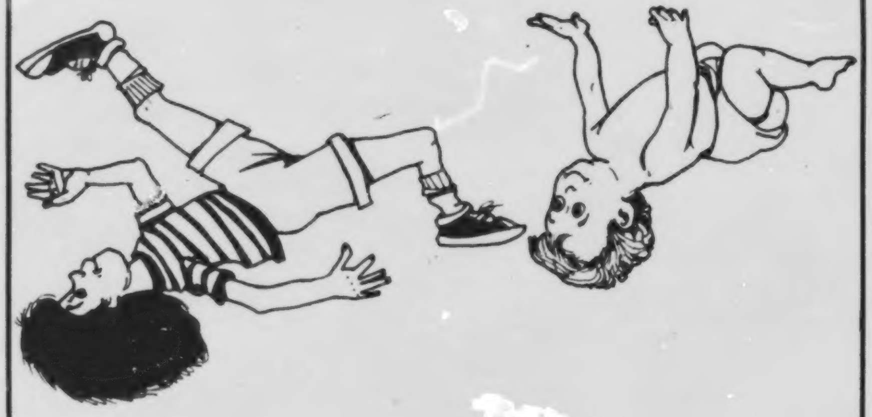
1. little/big



2. short/long



3. tall/short



4. slow/fast

C-158

QUANTITATIVE CONCEPTS

SKILL: Understands quantitative concepts and can express them verbally.

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHOD: Observation of child or child's performance.

MATERIALS:

- concrete and natural situations involving quantitative concepts
- pictures on pages C-158, C-159, and C-160 illustrating quantitative concepts.

DISCONTINUE: After failure on two contrasting concept pairs.

TIME: Your discretion.

ACCURACY: Give credit for each correct response, whether receptive, expressive, or both.

REFERENCES: The author's research did not yield sufficient norming data to fully validate the developmental ages indicated for understanding quantitative concepts. The developmental ages listed are therefore based on:

1. 51:2
2. 8:81
3. Response to the field-test edition of the *Inventory.*

Format and Directions for Page C-158

1. Concept: little/big. Point to the picture, and Say: **Which hat is little?** If the child responds correctly, point to the little hat, and Say: **This hat is little.** Point to the big hat, and Say: **This hat is** ________. Note: Give credit for large.	2. Concept: short/long. Pointing to the picture, Say: **Which pencil is short?** If the child responds correctly, point to the short pencil, and Say: **This pencil is short.** Point to the long pencil, and Say: **This pencil is** ________.	3. Concept: tall/short. Point to the picture, and Say: **Which boy is tall?** If the child responds correctly, point to the tall boy, and Say: **This boy is tall.** Point to the short boy, and Say: **This boy is** ________.	4. Concept: slow/fast. Point to the picture, and Say: **Which one is slow?** If the child responds correctly, point to the baby, and Say: **The baby is slow.** Point to the runner, and Say: **The runner is** ________.

DIRECTIONS: These concepts should be assessed in concrete and natural situations. However, if this is not possible, use the pictures on pages C-158, C-159, and C-160.

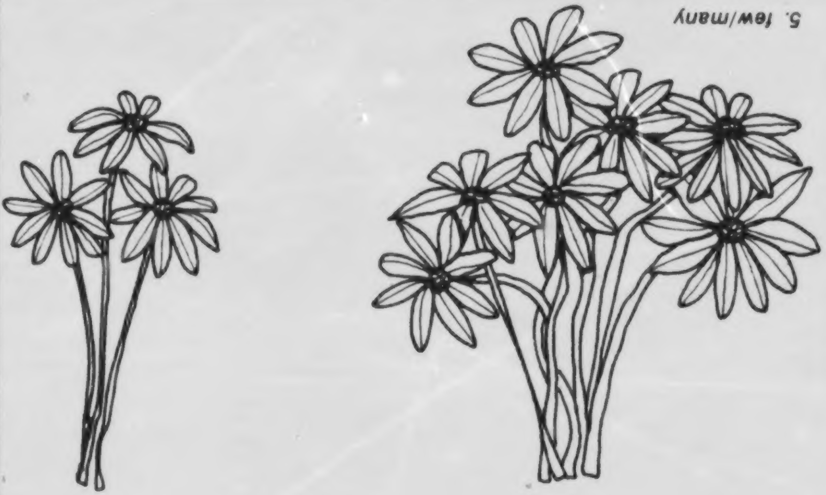
Each of the sections on the child pages illustrates two contrasting quantitative concepts.

The format at the top of this page is the same as the format on the child page and indicates the procedures to follow for assessing each concept on page C-158. Assess the first concept receptively and the contrasting concept expressively.

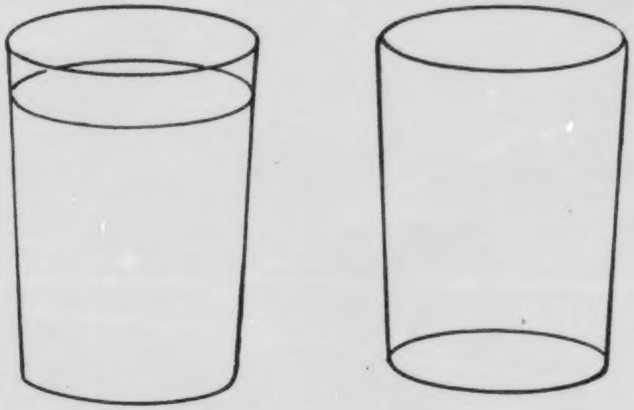
Whenever a child responds incorrectly to the receptive assessment, do not assess the expressive skill. When only correct on the receptive response, circle only that first concept. When correct on both responses, give credit for both of the contrasting concepts.

C-159

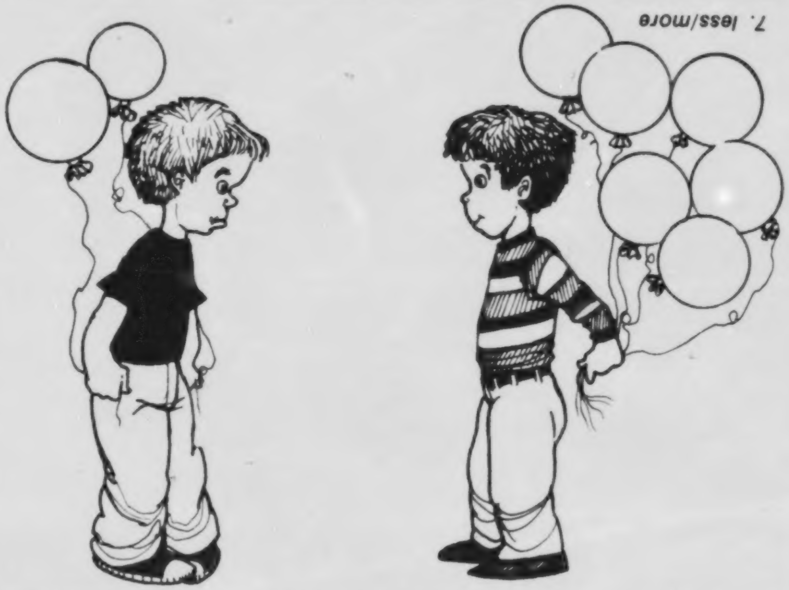
5. few/many



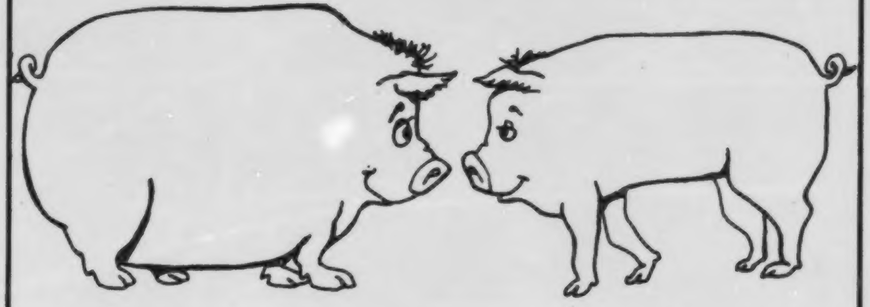
6. empty/full



7. less/more



8. thin/fat



QUANTITATIVE CONCEPTS *(continued)*

Continued

DIRECTIONS: See page 158 for general directions, and see the directions below for C-159.

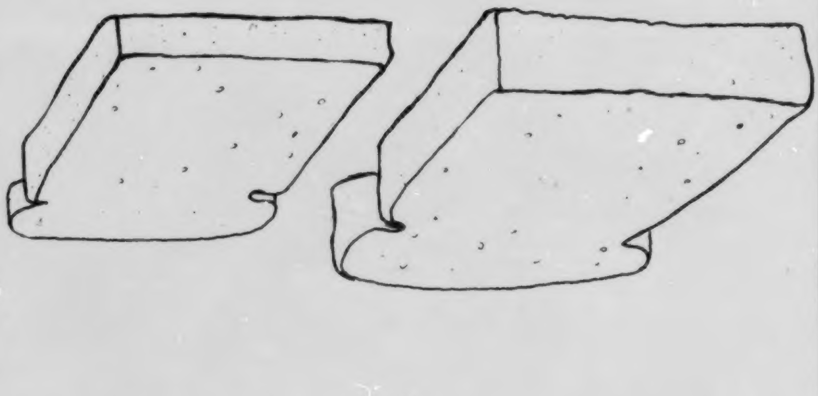
Format and Directions for Page C-159:

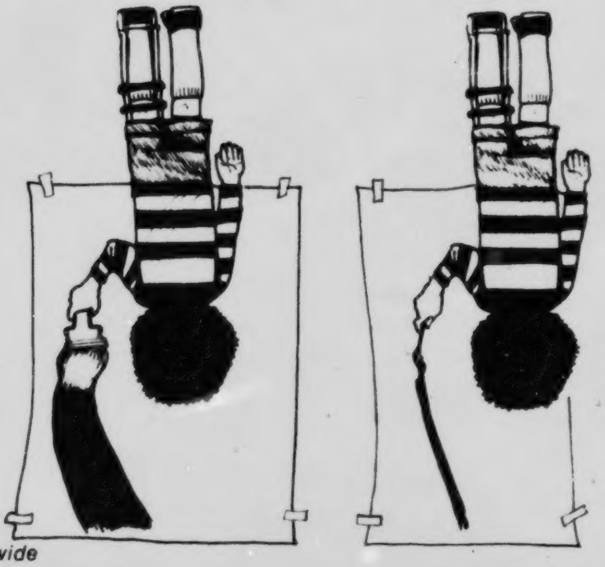
5. Concept: few/many. Point to the picture, and Say: **Which picture shows few?** If the child responds correctly, point to the picture showing few. Say: **This shows few.** Point to the many flowers, and Say: **This shows** ________.	6. Concept: empty/full. Point to the picture, and Say: **Which glass is empty?** If the child responds correctly, point to the empty glass, and Say: **This glass is empty.** Point to the full glass, and Say: **This glass is** ________.	7. Concept: less/more. Point to the picture, and Say: **Which one has less?** If the child responds correctly, point to the picture showing less, and Say: **This one has less.** Point to the boy with more balloons, and Say: **This one has** ________.	8. Concept: thin/fat. Point to the picture, and Say: **Which one is thin?** If the child responds correctly, point to the thin pig, and Say: **This one is thin.** Point to the fat pig, and Say: **This one is** ________.

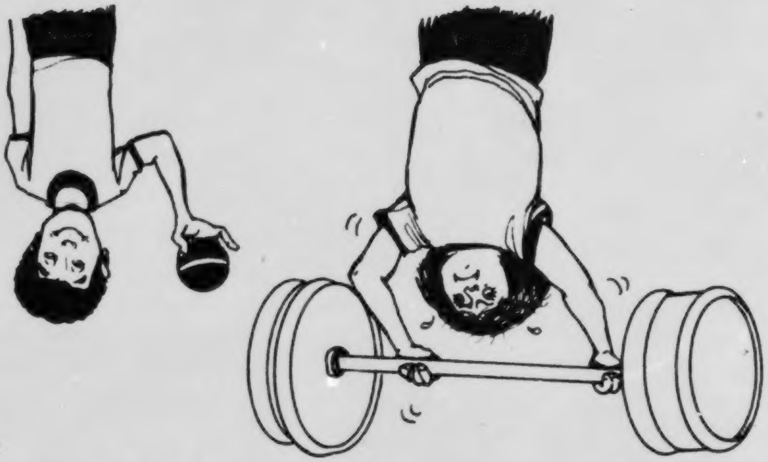
(G-5B)

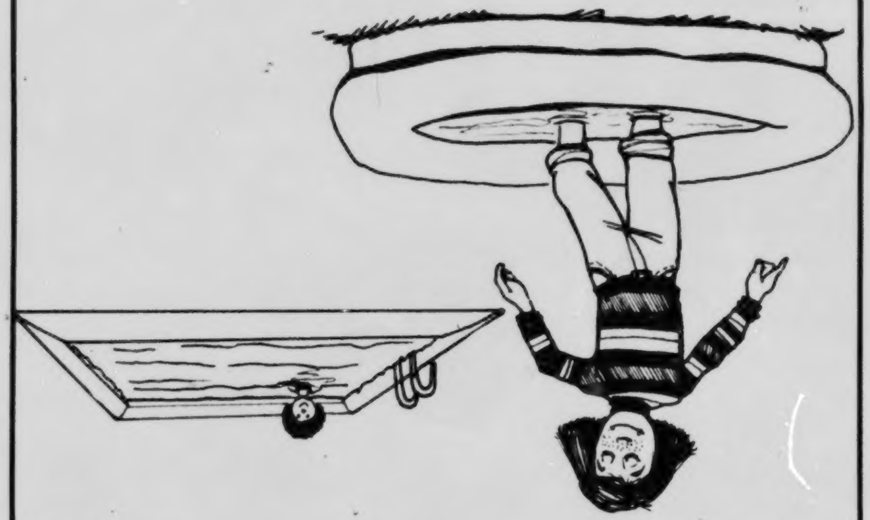
OBJECTIVE: By ____(date)____, when presented with natural situations or pictures illustrating the contrasting quantitative concepts listed below, ____(child's name)____ will respond by pointing and verbally expressing understanding of the concepts. The contrasting quantitative concepts are: (list as appropriate)

1. little/big,
2. short/long,
3. tall/short,
4. slow/fast,
5. few/many,
6. empty/full,
7. less/more,
8. thin/fat,
9. thick/thin,
10. narrow/wide,
11. light/heavy,
12. shallow/deep.


9. thick/thin


10. narrow/wide


11. light/heavy


12. shallow/deep

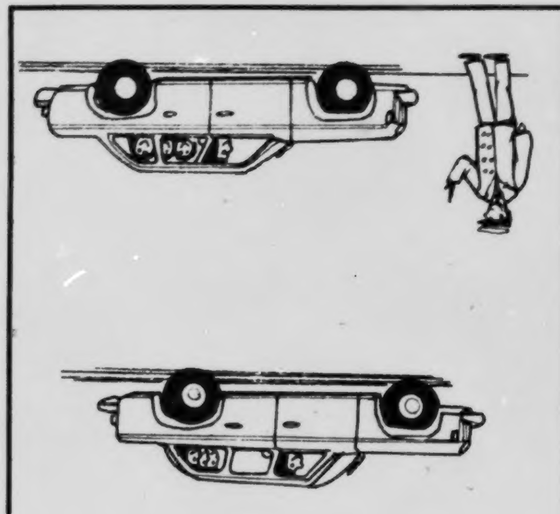
QUANTITATIVE CONCEPTS *(continued)*

Continued

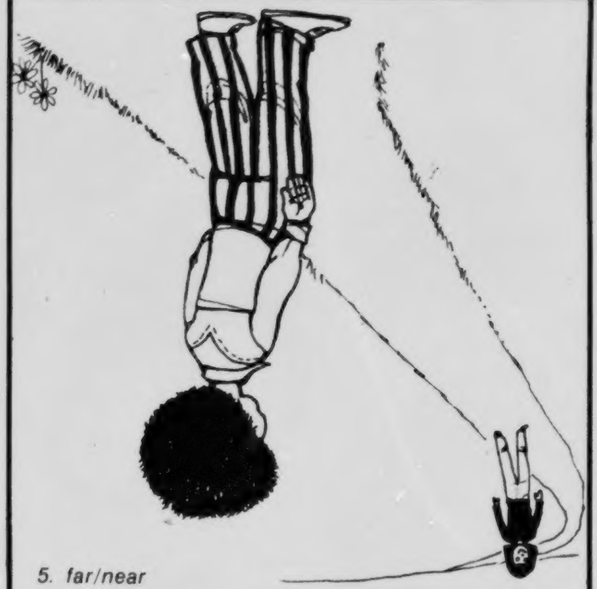
DIRECTIONS: See page 158 for general directions, and see the directions below for C-160.

Format and Directions of Page C-160:

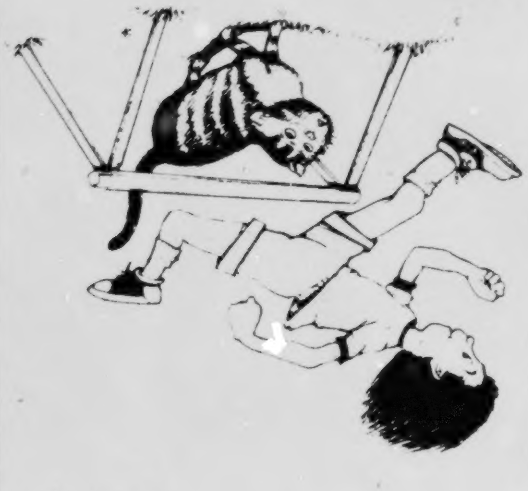
9. Concept: thick/thin. Point to the picture, and Say: **Which piece of bread is thick?** If the child responds correctly, point to the thick piece of bread, and Say: **This piece of bread is thick.** Point to the thin piece of bread, and Say: **This piece of bread is** ________.	10. Concept: narrow/wide. Point to the picture, and Say: **Which brush is narrow?** If the child responds correctly, point to the narrow brush, and Say: **This brush is narrow.** Point to the wide brush, and Say: **This brush is** ________.
11. Concept: light/heavy. Point to the picture, and Say: **Which one is light?** If the child responds correctly, point to the picture of the ball, and Say: **The ball is light.** Point to the barbells, and Say: **The barbells are** ________.	12. Concept: shallow/deep. Point to the picture, and Say: **Which one is shallow?** If the child responds correctly, point to the shallow pool, and Say: **This pool is shallow.** Point to the deep pool, and Say: **This pool is** ________.



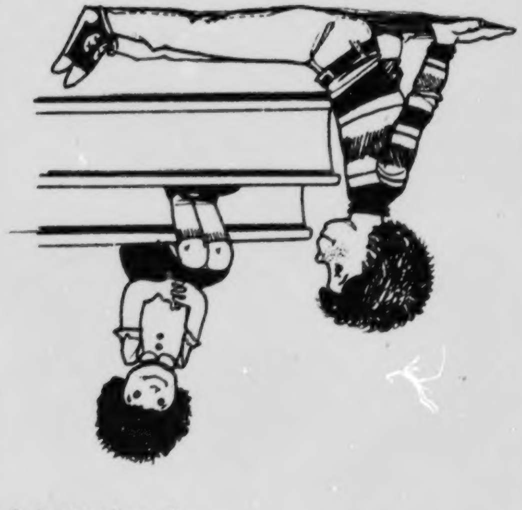
6. go/stop



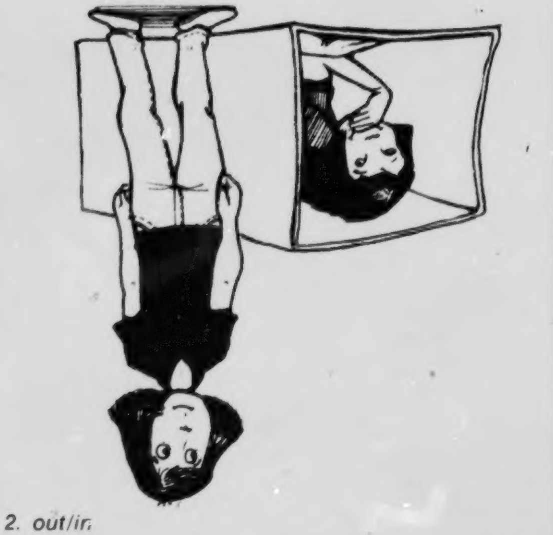
5. far/near



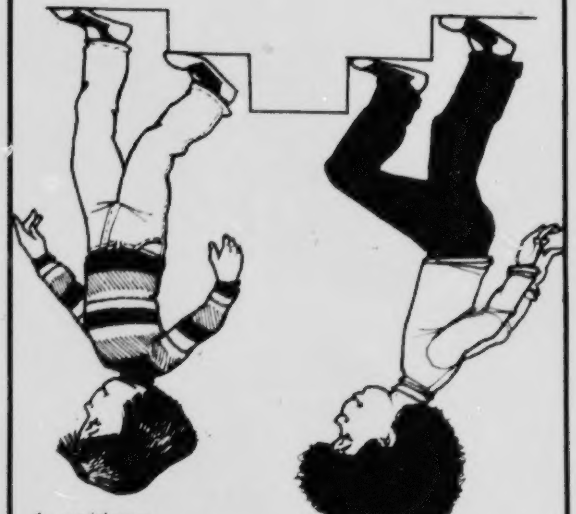
4. over/under



3. bottom/top



2. out/in



1. up/down

Format and Directions for Page C-161:

DIRECTIONAL/POSITIONAL CONCEPTS

1. Concepts: up/down.
Point to the picture, and
Say: **Which person is going up?**
If the child responds correctly, point to the person going up the stairs.
Say: **This person is going up.**
Point to the person going down.
Say: **This person is going** ________.

2. Concept: out/in.
Point to the picture, and
Say: **Which child is out?**
If the child responds correctly, point to the child outside of the box.
Say: **This child is out of the box.**
Point to the child in the box, and
Say: **This child is** ________.

3. Concept: bottom/top.
Point to the picture, and
Say: **Which child is at the bottom?**
If the child responds correctly, point to the girl at the bottom, and
Say: **This child is at the bottom.**
Point to the girl at the top, and
Say: **This girl is at the** ________.

4. Concept: over/under
Point to the picture, and
Say: **Which person is going over?**
If the child responds correctly, point to the person.
Say: **The person is going over.**
Point to the cat, and
Say: **The cat is going** ________.

5. Concept: far/near.
Point to the picture, and
Say: **Which person is far away?**
If the child responds correctly, point to the person who is far away.
Say: **This person is far away.**
Point to the person nearby and
Say: **This person is** ________.

6. Concept: go/stop.
Point to the picture, and
Say: **Which car can go?**
If the child responds correctly, point to the car at the top, and
Say: **This car can go.**
Point to the bottom car, and
Say: **This car must** ________.

SKILL: Understands directional/positional concepts and can express them verbally.

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHOD: Child performance.

MATERIALS: This assessment should be made by using concrete and natural situations. Otherwise, use the illustrations on pages C-161 through C-164.

DISCONTINUE: After failure on two consecutive pairs.

TIME: Your discretion.

ACCURACY: Give credit for each correct response, whether receptive, expressive, or both.

REFERENCES: The author's research did not yield sufficient norming data to fully validate the developmental ages indicated for skills related to directional concepts. The developmental ages listed are based on:
1. 2:85
2. 35:116
3. Response to the field test edition of the *Inventory*.

DIRECTIONS: These concepts should be assessed in concrete and natural situations. However, if such an assessment is not practical, use the pictures on pages C-161, C-162, C-163 and C-164.

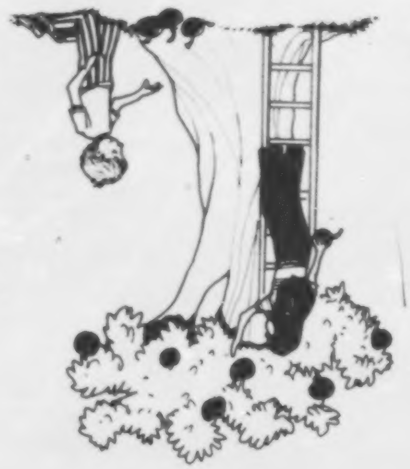
Each of the sections on the child pages illustrates two contrasting directional/positional concepts.

The format at the top of this page is the same as on the child page and indicates the procedures for assessing each concept on page C-161. The first concept is assessed receptively and the contrasting concept is assessed expressively.

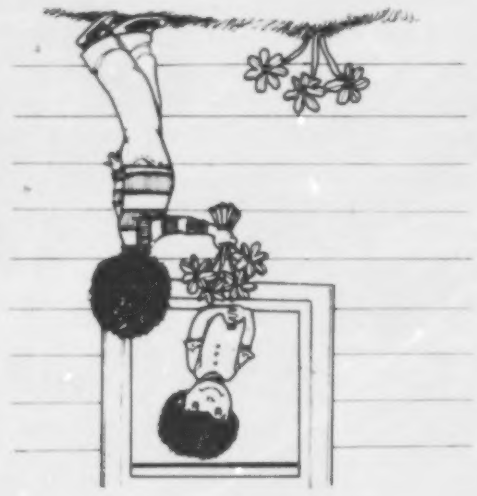
If the child responds incorrectly to the receptive assessment, do not assess expressive skills.

When correct only on the receptive response, circle or give credit for only that concept. When correct on both responses, give credit for both of the contrasting concepts.

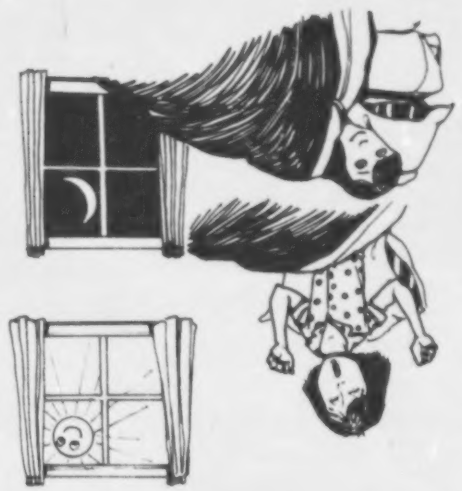
Continued on pages C-162, C-163 and C-164.
See page 164 for Objectives.



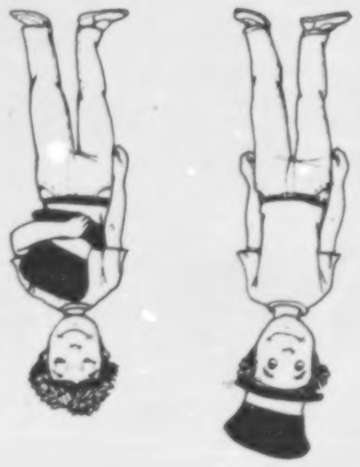
7. low/high



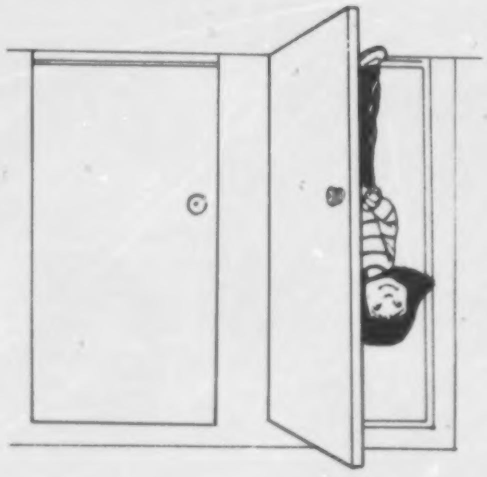
8. inside/outside



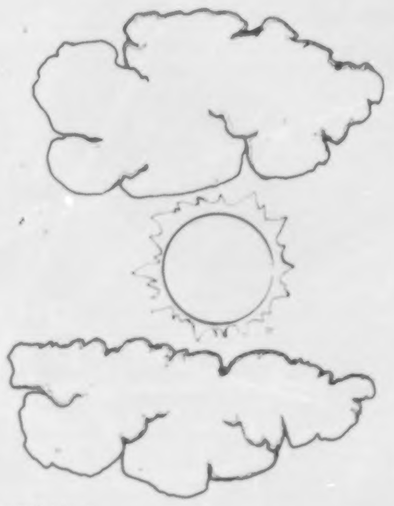
9. beginning/end



10. off/on



11. closed/open



12. above/below

C-162

DIRECTIONAL/POSITIONAL CONCEPTS *(continued)*

Format and Directions for Page C-162:

7. Concept: low/high.
Point to the picture, and
Say: **Which person is up high?**
If the child responds correctly, point to the person on the ladder, and
Say: **This person is up high.**
Point to the person on the ground, and
Say: **This one is down ________.**

8. Concepts: inside/outside.
Point to the picture, and
Say: **Which person is inside?**
If the child responds correctly, point to the person inside, and
Say: **This person is inside.**
Point to the person outside, and
Say: **This one is ________.**

9. Concept: beginning/end.
Point to the picture, and
Say: **Which picture shows the beginning of the day?**
If the child responds correctly, point to the morning picture, and
Say: **Yes, this picture shows the beginning of the day.**
Point to the evening picture, and
Say: **This picture shows what part of the day?**

10. Concept: off/on.
Point to the picture, and
Say: **Which person has the hat off?**
If the child responds correctly, point to the person with the hat off, and
Say: **This person has the hat off.**
Point to the person with the hat on, and
Say: **This one has the hat ________.**

11. Concept: closed/open.
Point to the picture, and
Say: **Which door is closed?**
If the child responds correctly, point to the closed door, and
Say: **This door is closed.**
Point to the open door, and
Say: **This door is ________.**

12. Concept: above/below.
Point to the picture, and
Say: **Which cloud is above the sun?**
If the child responds correctly, point to the cloud above the sun, and
Say: **This cloud is above the sun.**
Point to the cloud below the sun, and
Say: **This cloud is ________.**

SKILL: Understands directional/positional concepts and can express them verbally.

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHODS: Child performance.

MATERIALS: This assessment should be made by using concrete natural situations. When impractical, use the pictures illustrating the concepts on pages C-161 through C-164.

DISCONTINUE: After failure on two consecutive items of contrasting concept pairs.

TIME: Your discretion.

ACCURACY: Give credit for each correct response, regardless of whether it is receptive, expressive, or both.

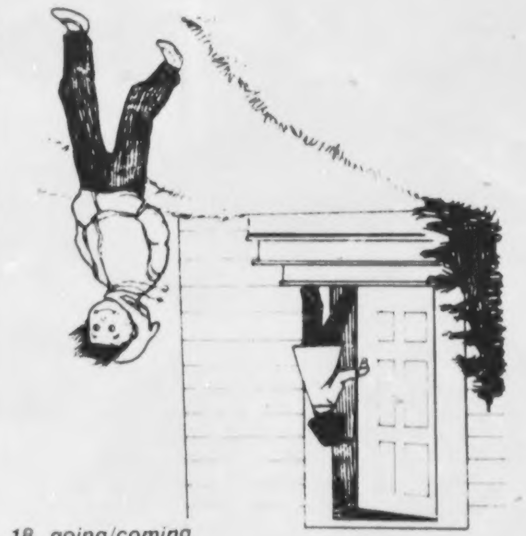
REFERENCES: The author's research did not yield sufficient norming data to fully validate the developmental ages for skills related to directional concepts. The developmental ages listed are based on:

1. 2:85
2. 35:116
3. Response to the field-test edition of the *Inventory*.

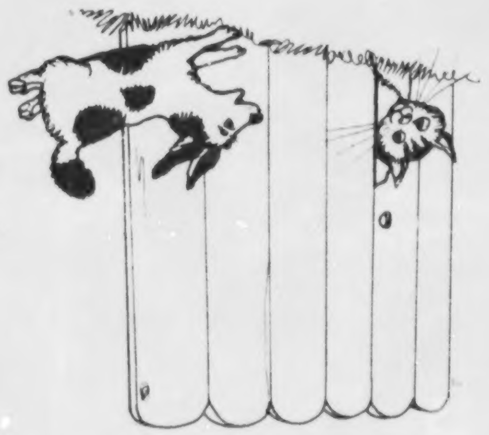
DIRECTIONS: See page 161 for general directions. See the directions above for specific directions for page C-162.

Continued on pages C-163 and C-164.
See page 164 for Objectives.

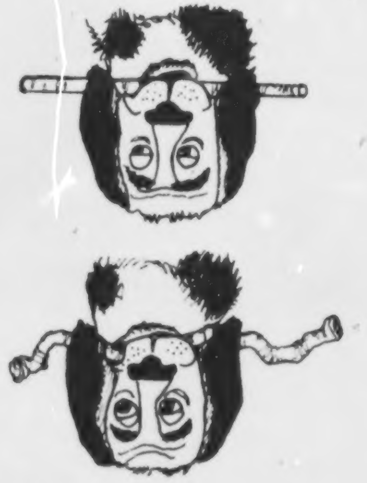
(Continued on page 163)



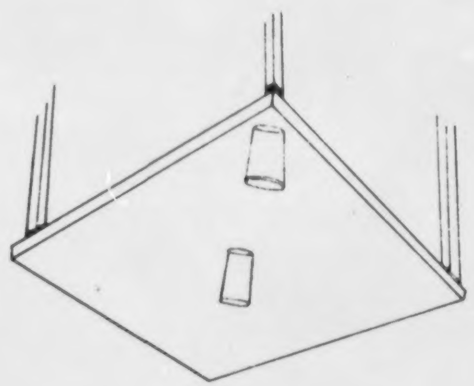
18. going/coming



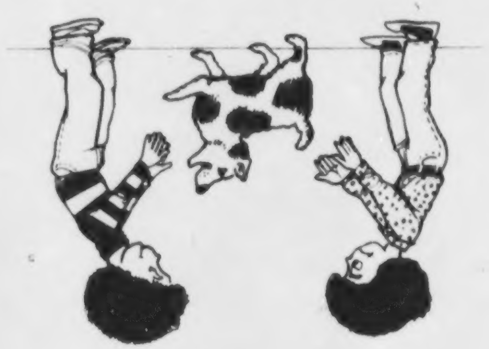
17. through/around



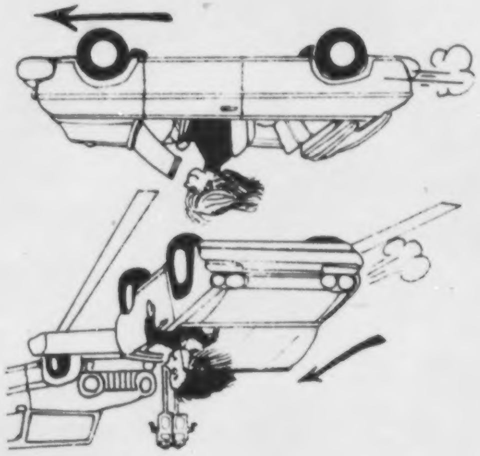
16. straight/crooked



15. center/corner



14. away from/toward



13. forward/backward

C-163

DIRECTIONAL/POSITIONAL CONCEPTS *(continued)*

Format and Directions for Page C-163:

13. Concept: forward/backward.
Pointing to the picture,
Say: **Which car is going forward?**
If the child responds correctly, point to the car going forward, and
Say: **This car is going forward.**
Point to the car going backward, and
Say: **This car is going ________.**

14. Concept: away from/toward.
Pointing to the picture,
Say: **What is the dog going away from?**
If the child responds correctly, point to the one the dog is going away from, and
Say: **The dog is going away from this one.**
Pointing to the other one,
Say: **This dog is going ________.**

15. Concept: center/corner.
Pointing to the picture,
Say: **Which glass is in the center?**
If the child responds correctly, point to the glass in the center, and
Say: **This glass is in the center.**
Point to the glass on the corner, and
Say: **This glass is on the edge or ________.**

16. Concepts: straight/crooked.
Pointing to the picture,
Say: **Which stick is straight?**
If the child responds correctly, point to the straight stick, and
Say: **This stick is straight.**
Point to the crooked stick, and
Say: **This stick is ________.**

17. Concept: through/around.
Pointing to the picture,
Say: **Which one is going through?**
If the child responds correctly, point to the cat, and
Say: **The cat is going through.**
Point to the dog, and
Say: **The dog must go ________.**

18. Concept: going/coming.
Pointing to the picture,
Say: **Which child is going?**
If the child responds correctly, point to the one who is going, and
Say: **This one is going.**
Point to the one at the door, and
Say: **This one is ________.**

SKILL: Understands directional/positional concepts and can express them verbally.

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHOD: Child's performance.

MATERIALS: When possible, use concrete and natural situations for this assessment. Otherwise, use the pictures illustrating the concepts on pages C-161 through C-164.

DISCONTINUE: After failure on two consecutive concept pairs.

TIME: Your discretion.

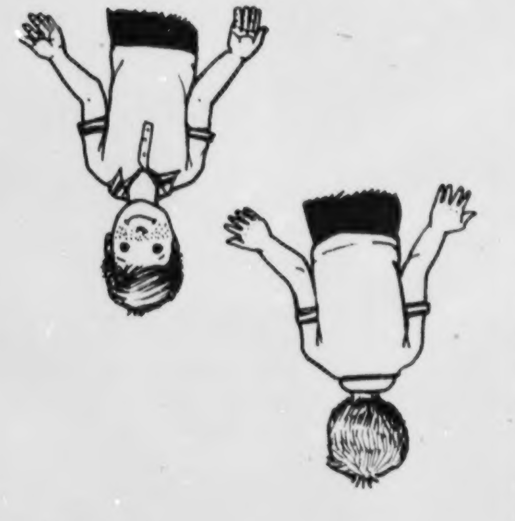
ACCURACY: Give credit for each correct response, whether receptive, expressive, or both.

DIRECTIONS: See page 161 for general directions. See above for specific directions for page C-163.

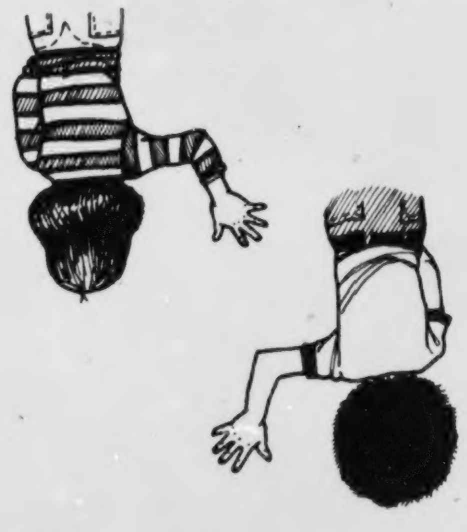
SUPPLEMENTAL ASSESSMENT: The ability to comprehend directional/positional concepts is crucial for understanding verbal directions. Listed below are additional words which specify spatial relationships, which you may wish to assess and teach in appropriate situations.

- where
- other side
- outdoors
- indoors
- upstairs
- up high
- right here
- right up there
- way up
- in here
- far away
- by
- up on top
- next to
- between
- way down
- way off
- far away
- way up there

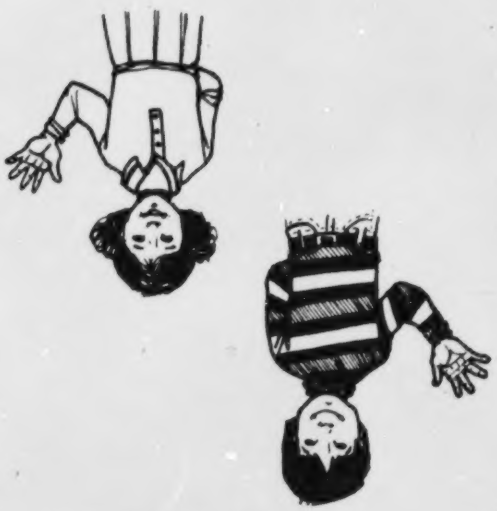
(Continued on page 164)



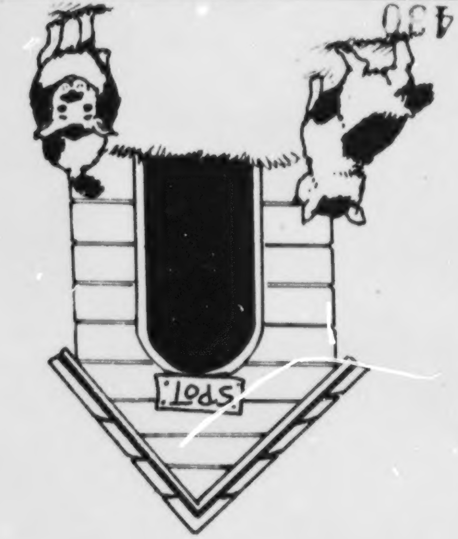
19. front/back



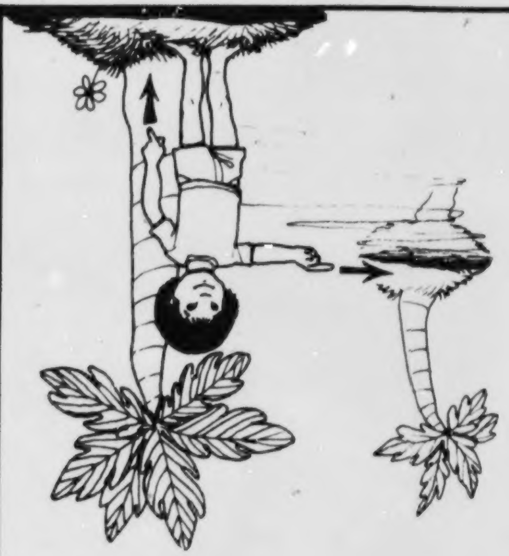
20. right/left



21. right of others/left of others



22. to/from



23. here/there

DIRECTIONAL/POSITIONAL CONCEPTS *(continued)*

Format and Directions for Page C-164:

19. Concepts: front/back.
Point to the picture, and
Say: **Which one shows the front?**
If the child responds correctly, point to the one facing out, and
Say: **This one shows the front.**
Point to the one not facing out, and
Say: **This one shows the** ________.

20. Concepts: right/left.
Pointing to the picture,
Say: **Which one shows the right?**
If the child responds correctly, point to the one with right hand up.
Say: **This one shows right.**
Point to the one with left hand up, and
Say: **This one shows** ________.

21. Concepts: right/left of others.
Pointing to the picture,
Say: **Which one shows right?**
If the child responds correctly, point to the one with right hand up, and
Say: **This one shows right.**
Point to the one with left hand up, and
Say: **This one shows** ________.

22. Concepts: to/from.
Pointing to the picture,
Say: **Which one shows the dog going to the house?**
If the child responds correctly, point to the dog going to the house.
Say: **This dog is going to the house.**
Point to the dog going "from," and
Say: **This dog is going** ________.
Note: Give credit for "away from."

23. Concepts: here/there.
Pointing to the picture,
Say: **Which hand is pointing "here"?**
If the child responds correctly, point to the hand pointing "here."
Say: **This hand is pointing "here."**
Point to the hand pointing "there" and
Say: **This hand is pointing** ________.

SKILL: Understands directional/positional concepts and can express them verbally.

ASSESSMENT METHOD: Child performance.

MATERIALS: This assessment should be made by using concrete and natural situations. Otherwise, use the pictures illustrating the concepts on pages C-161 through C-164.

DISCONTINUE: After failure on two consecutive concept pairs.

TIME: Your discretion.

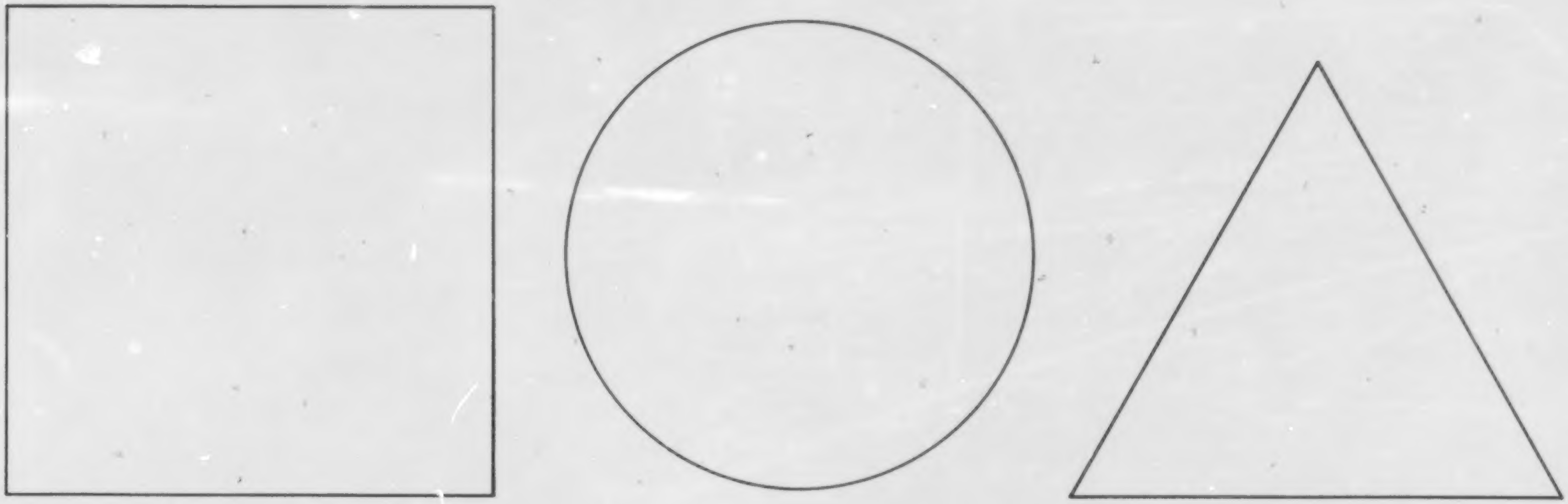
ACCURACY: Give credit for each correct response, whether receptive, expressive, or both.

DEVELOPMENTAL RECORD BOOK: Page 17.

DIRECTIONS: See page 161 for general directions, and see above for specific directions for page C-164.

(G-6D)
OBJECTIVES: By ________ (date), when presented with concrete/natural situations or pictures illustrating the contrasting directional/positional concepts listed below, ________ (child's name) will respond by pointing and verbally expressing understanding of the concepts. The contrasting quantitative concepts are . . .
(list as appropriate)

1. up/down,
2. out/in,
3. bottom/top,
4. over/under,
5. far/near,
6. go/stop,
7. low/high,
8. inside/outside,
9. beginning/end,
10. off/on,
11. closed/open,
12. above/below,
13. forward/backward,
14. away from/toward,
15. center/corner,
16. straight/crooked,
17. through/around,
18. going/coming,
19. front/back,
20. right/left,
21. right of/left of others,
22. to/from,
23. here/there.



KIT FOR ASSESSING SORTING SKILLS G-7

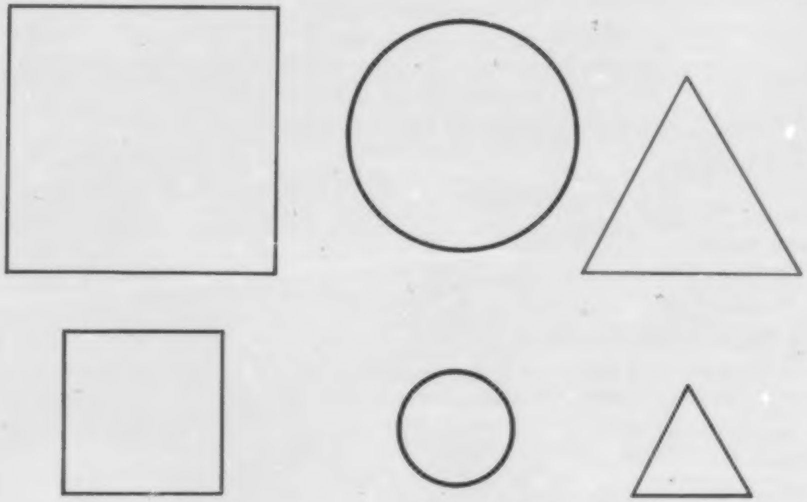
MATERIALS: 1 - 9" × 12" sheet of red construction paper
1 - 9" × 12" sheet of blue construction paper
1 - 9" × 12" sheet of yellow construction paper

EQUIPMENT: Scissors

INSTRUCTIONS: Cut one each of the 9 designs on this page from each of the three colors of construction paper listed above.

KIT: The kit will consist of a total of 27 designs (9 different designs × 3 colors = 27). These 27 designs can be sorted into the three possible combinations listed below one at a time.

Colors	Shapes	Sizes
9 red	9 squares	9 large
9 blue	9 circles	9 medium
9 yellow	9 triangles	9 small



SORTS BY COLOR, SHAPE AND SIZE

SKILL: $^{3-0}$ 1. Sorts by color—red, blue, yellow.$^{4-0}$

$^{4-0}$ 2. Sorts by shape— △ , ○ , □ $^{5-0}$

$^{5-0}$ 3. Sorts by size—large , medium , small.$^{6-0}$

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHOD: Child performance.

MATERIALS: Kit of 27 different designs developed by following the instructions and pattern on page 165.

DISCONTINUE: After failure on one sorting request.

TIME: Your discretion.

ACCURACY: Give credit for each assortment which has the correct nine colors, shapes or sizes.

(Colors)	(Shapes)	(Sizes)
9 red	9 squares	9 large
9 blue	9 circles	9 medium
9 yellow	9 triangles	9 small

REFERENCES: The author's research did not yield enough norming data to fully validate developmental ages indicated for the skills of sorting. Thus, developmental ages are based on the following:

1. 8:78
2. Responses to the field-test edition of the *Inventory.*

DIRECTIONS: This assessment requires the child to sort the 27 different designs.

- by color,
- by shape,
- by size.

Present the kit of 27 designs by placing them on a table in front of the child.

Say: **These designs are of three different colors.**

Picking up a red one,

Say: **I want you to put the red ones here** *(designating the area for the red ones).*

Picking up a blue design,

Say: **The blue ones go here** *(placing it where you want the blue ones placed).*

Picking up a yellow one,

Say: **The yellow ones go here** *(placing it where you want the yellow ones placed).*

Say: **Now you do it. Put each one with its color.**

If necessary, place one more design of each color and encourage the child.

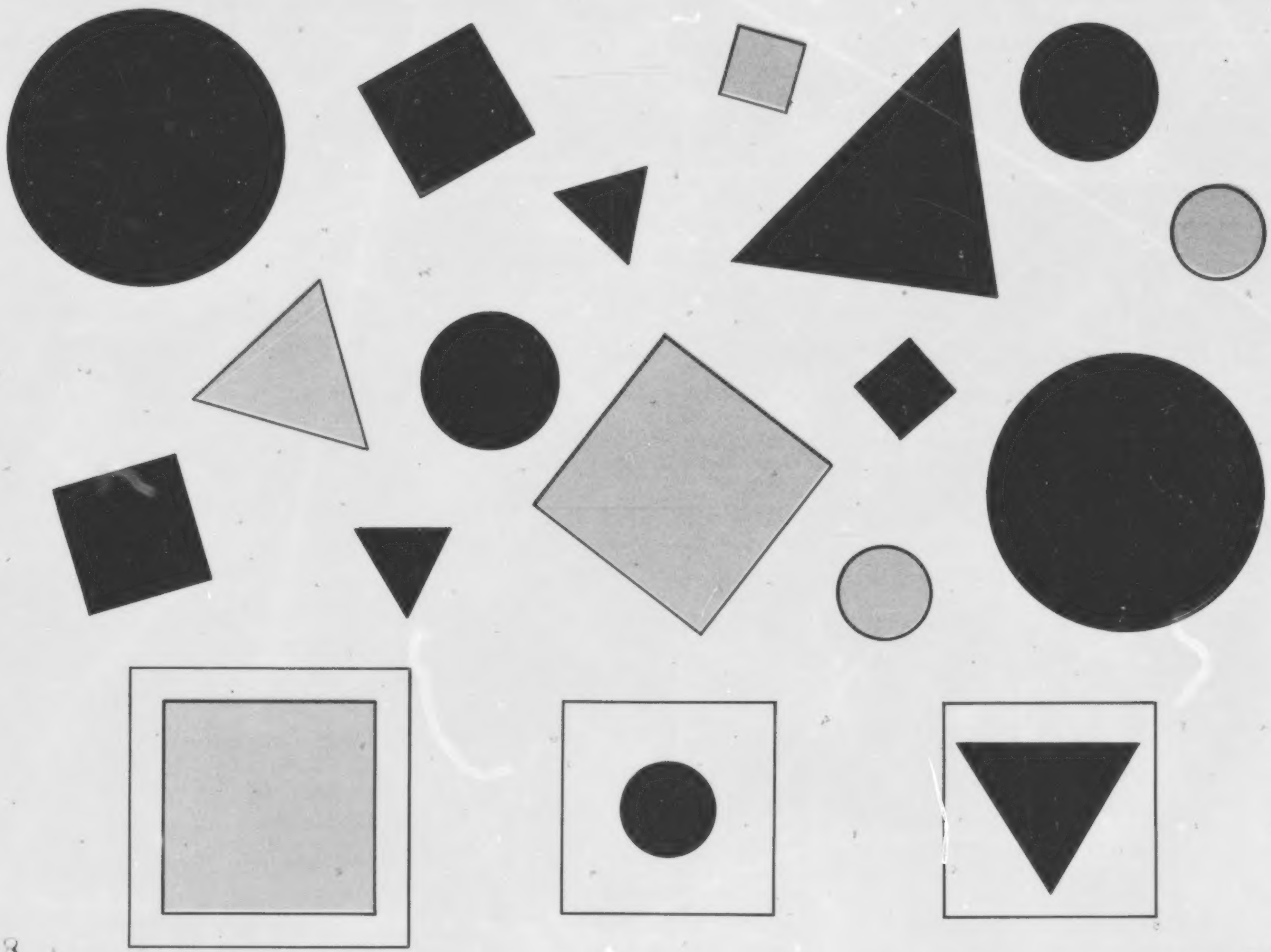
After the child sorts by color, follow the same procedure for sorting by shape. Then sort by size.

See page 167 for an alternate method of assessment.

(G-7B)

OBJECTIVES: By ________ (date), when presented with a kit of 27 different designs which can be sorted by color, shape and size, ________ (child's name) will sort by . . . (list as appropriate)

1. Color (blue, yellow and red),
2. Shape (circle, square and triangle),
3. Size (large, medium and small).



SORTS BY COLOR, SHAPE AND SIZE—ALTERNATE METHOD

SKILL: $^{3\text{-}0}$1. Sorts by color—red, blue, yellow.$^{4\text{-}0}$
$^{4\text{-}0}$2. Sorts by shape— △, ○, □ $^{5\text{-}0}$
$^{5\text{-}0}$3. Sorts by size—large, medium, small.$^{6\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-167.

DISCONTINUE: After failure on two consecutive requests.

TIME: Your discretion.

ACCURACY: The child should identify a minimum of four items for each request. For example, four red when "red" is requested, four triangles when "triangles" are requested.

DIRECTIONS: This assessment requires the child to point to designs on page C-167, which match the ones in the white squares, according to color, shape and size.

Point to the red triangle in the square, and

Say: **I want you to find some other designs of the same color as this. Find others on this page that are like this color.**

Encourage and help the child find one red one if necessary.

If the child is successful, continue testing by pointing to the blue circle and making the same request as above. Then follow the same procedure with the yellow square.

Follow the same procedures for shape as described above. For example, point to the red triangle, and

Say: **I want you to find some more designs of this shape. Find others on this page that are the same shape as this one.**

Follow the same procedures for size as for color and shape. Point to the middle-sized red triangle in the white square, and

Say: **I want you to find some more of this size. Find others on the page that are the same size as this one.**

NOTE: This alternate assessment is recommended when the kit described on page 165 is not available.

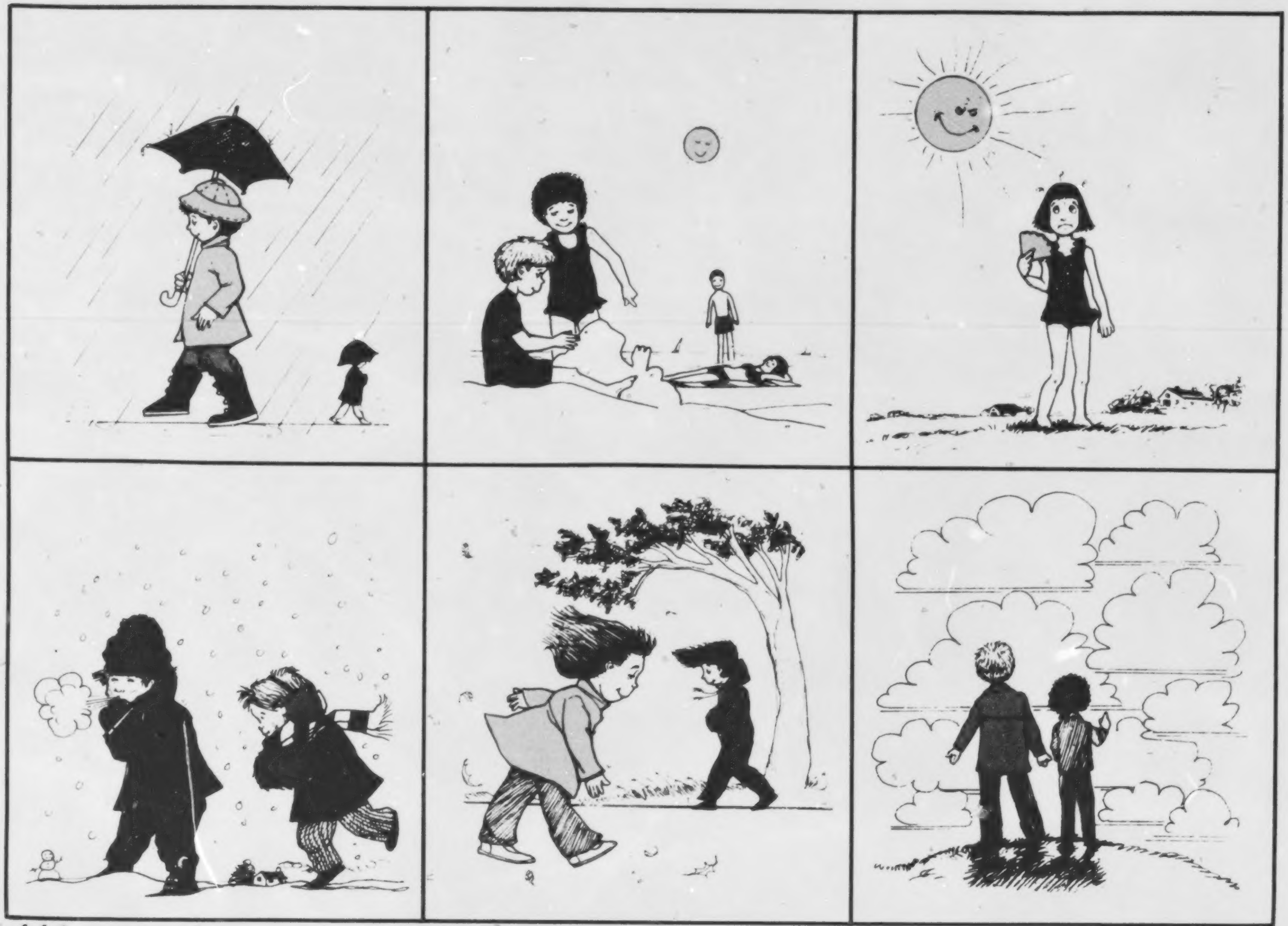
REFERENCES: The author's research did not yield sufficient norming data to fully validate developmental ages for sorting skills. Thus, the developmental ages listed are based on:

1. 8:78
2. Responses to field-test edition of the *Inventory*.

(G-7C)

OBJECTIVE: By ________ (date), when presented with designs of different color, shape and size, and when asked to do so, ________ (child's name) will indicate by pointing which designs match according to color, shape and size.

C-168



WEATHER

SKILL: Can identify different types of weather by name.

[5-3]rainy	cold
sunny	windy
hot	cloudy[6-3]

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHODS: Child observation or performance.

MATERIALS: If the assessment cannot be made using common weather conditions, use the pictures on page C-168.

DISCONTINUE: If using the pictures on page C-168, discontinue the assessment after inadequate response to two consecutive pictures.

TIME: Your discretion.

ACCURACY: Give credit for all responses you consider adequate.

DEVELOPMENTAL AGES: The author's research did not yield sufficient norming data to fully validate developmental ages.

The developmental ages listed are based on a mean age of five years, three months for entering kindergarten, and on the fact that the kindergarten curriculum often includes naming different types of weather.

(G-8)

OBJECTIVE: By ____(date)____, after observing the types of weather listed below or when shown weather pictures, ____(child's name)____ will name the types of weather. The types of weather to be identified are . . .

(list as appropriate)

1. rainy
2. sunny
3. hot
4. cold
5. windy
6. cloudy

DIRECTIONS: An effective method of making this assessment is to ask the child to identify and describe different weather conditions. This can be done by having the child give the "weather report" to the class on different occasions.

If it is impractical to use natural situations as described above, use the pictures on page C-168.

When using the pictures, point to each picture separately, and

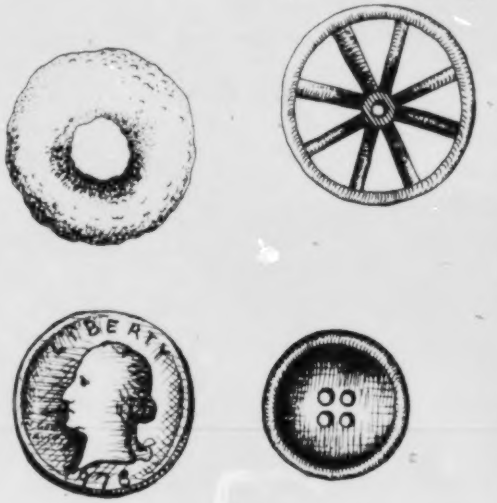
Ask: **What kind of weather does this picture show? What kind of weather is this?**

Pause for the child's response. Use follow-up questions and discussion if it might be helpful in making a more valid assessment of the child's knowledge of weather conditions.

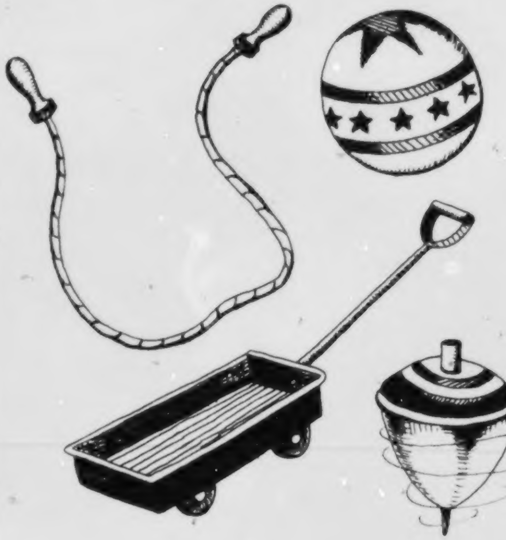
414

415

Sample


LIBERTY
1976

1.



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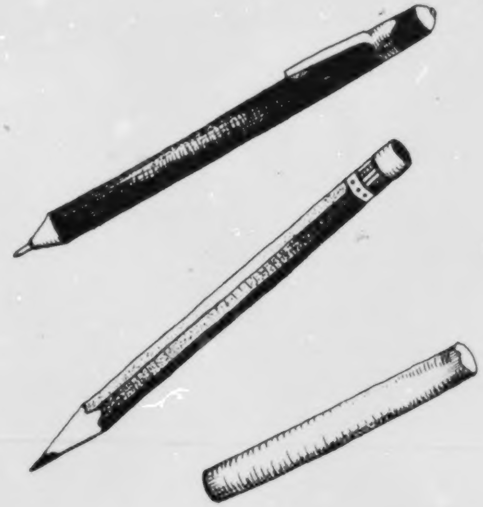

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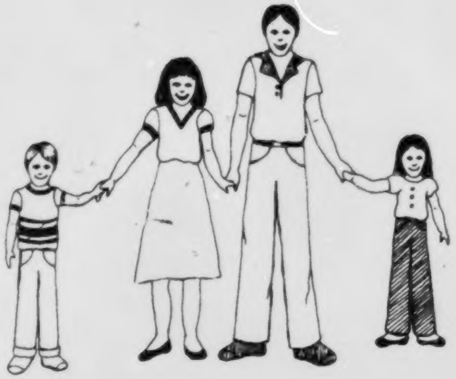
3

9

12

5

4.



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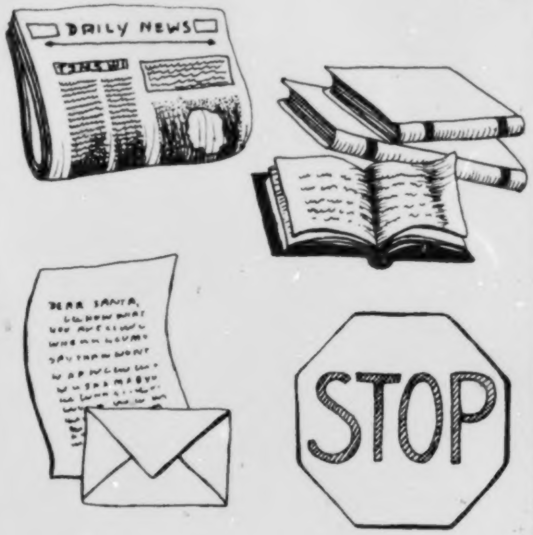

DAILY NEWS
DEAR SANTA,
STOP

CLASSIFYING

SKILL: Classifies objects.

DEVELOPMENTAL RECORD BOOK: Page 17.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pages C-169, C-170 and C171.

DISCONTINUE: After two consecutive failures.

TIME: Your discretion.

ACCURACY: Examples of responses acceptable for scoring are given after each incomplete statement in the **Directions** section. Use your judgment in determining acceptability of responses which may vary from those listed.

REFERENCES: The classes of objects listed in this assessment are commonly found in readiness and first grade materials appropriate for five and six year developmental age levels (See 48:6). Thus, developmental ages are listed as 5:0 to 7:0 years of age.

DIRECTIONS: Make this assessment by pointing to each group of objects shown on the child page, and reading the corresponding incomplete sentence listed below. Pause after reading each incomplete sentence. Allow the child to study the pictures before responding.

Use the sample items and give any help or explanation needed for the child to understand the task.

Pointing to the sample,

Say: **A doughnut, a wheel, a quarter and a button are all** ________. *(pause)*

If the child does not respond,

Say: **They are all** ________.

If the child still does not respond,

Say: **A doughnut, a wheel, a quarter and a button are all round. They are all like circles.**

Continue the assessment by pointing to the jump rope, ball, wagon, and top as the first incomplete sentence is read. Give encouragement and repeat items if needed.

5:0 1. Say: **A jump rope, a ball, a wagon and a top are all** ________.
(toys to play with, gifts.)

2. Say: **A pen, a piece of chalk, and a pencil are all** ________.
(things to write with, things that make letters)

3. Say: **A 3, a 5, a 9 and a 12 are all** ________.
(numbers, what you count with)

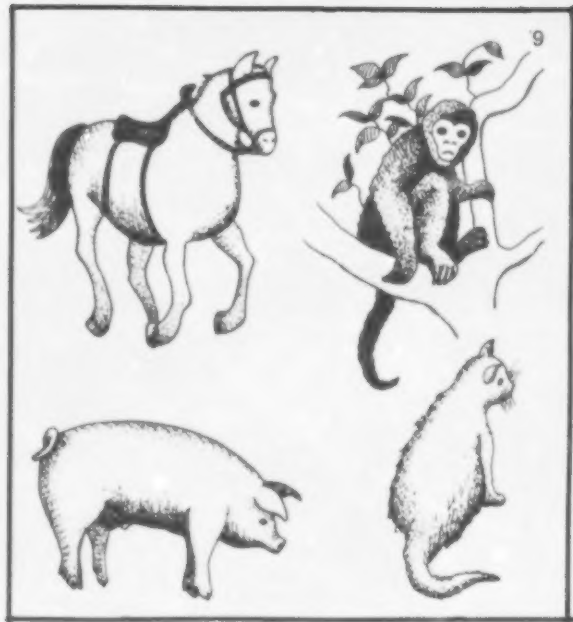
4. Say: **A boy, a woman, a man and a girl are all** ________.
(people, in a family, persons, humans)

5. Say: **Books, a stop sign, a letter and a newspaper are all** ________.
(things to read, things for learning, printed)

(Continued on pages 170 and 171)

C-170

6.



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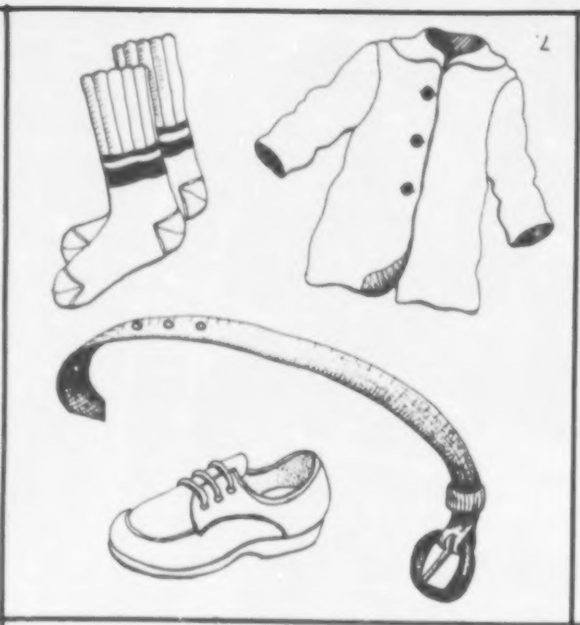

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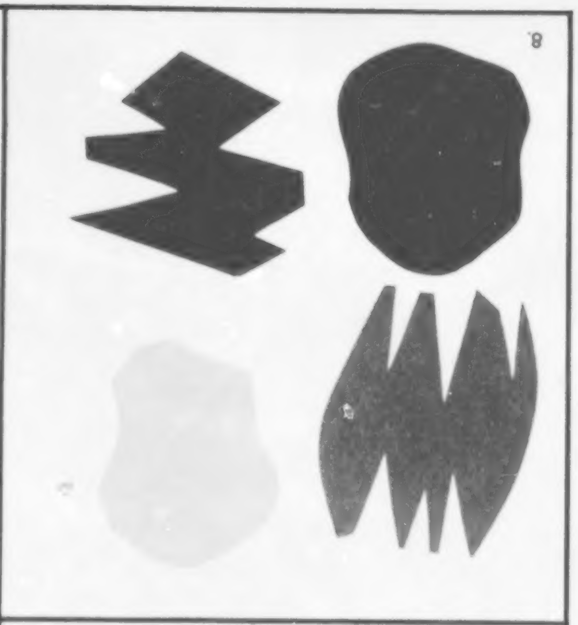

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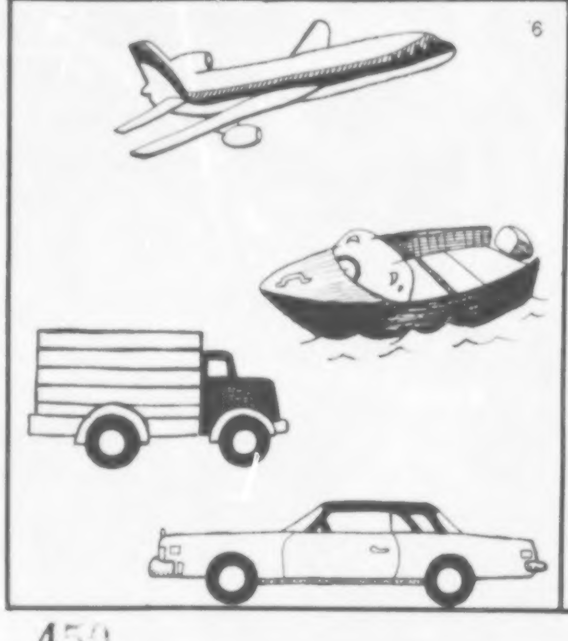

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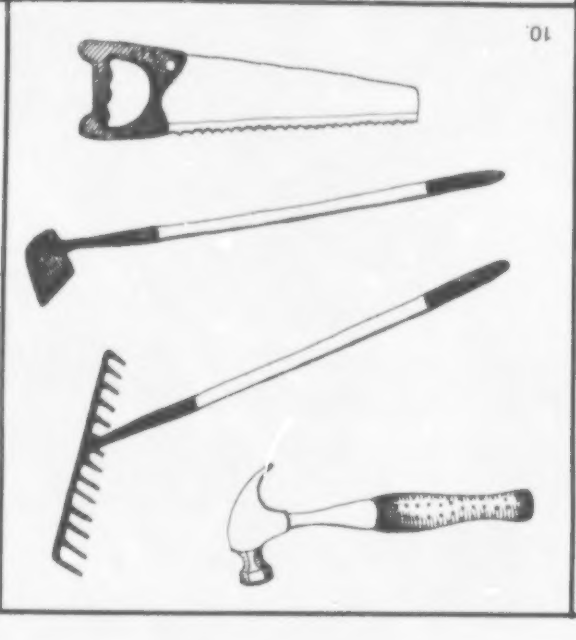

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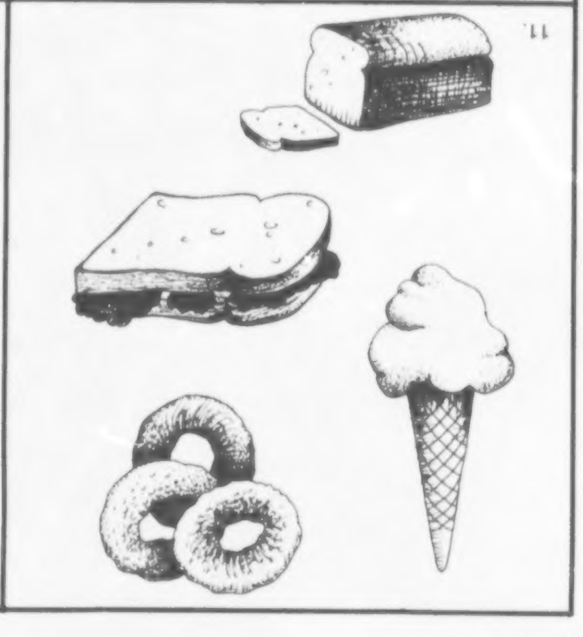


NOTES:

a. **Responses May Reflect Individual Style and Level of Thinking:** An indication of the child's style and level of thinking—concrete, functional or abstract—can often be seen through analysis of the types of responses he/she frequently gives.

Diagnostically, different types of responses may occur:

- **Concrete Responses:** A concrete response might focus on a simple sensory similarity. For example, a saw, a hoe, a rake and a hammer are all alike because they have handles.
- **Functional Response:** A functional response would indicate that they are all used for doing work.
- **Abstract Responses:** These may suggest higher academic potential, since many tasks required for success in school involve the ability to deal with abstractions. Responding to abstraction, the child would perhaps notice that a saw, a hoe, a rake and a hammer are all alike because they are tools.

b. **Alternate Methods of Assessment for Diagnostic Purposes:** A more valid assessment of the child's ability to classify may be obtained by providing both visual and auditory input as indicated in the **DIRECTIONS**. However, for diagnostic purposes, regarding the child's strengths and weaknesses in visual and auditory learning, you may wish to use one or both of the assessment methods listed below.

- **Visual Input Only Method**—For each class point to the pictures of objects one at a time and ask, "How are all of these things in this picture alike or the same?" (Do *not* name the objects pictured.)
- **Auditory Input Only Method**—Cover the picture on the child pages and ask the questions in the **DIRECTIONS**. For example, "How are a jump rope, a ball, a wagon and a top alike?"

Continued

DIRECTIONS: *(Continued)*

6-0 6. Say: **A horse, a monkey, a pig and a cat are all ________?**
(animals, things with four legs)

7. Say: **Socks, a coat, a belt and a shoe are all ________?**
(clothes, things to wear, things to put on)

8. Say: **Red, green, yellow and orange are all ________?**
(colors, kinds of crayon or paint)

9. Say: **An airplane, a ship, a truck and a car are all ________?**
(to ride in, for travel, transportation, used to go places)

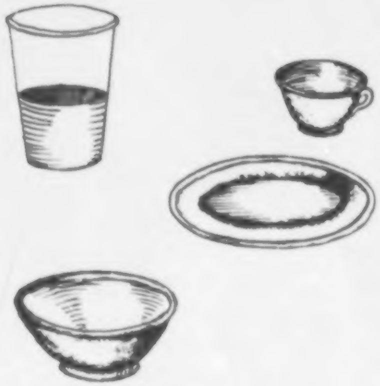
10. Say: **A saw, a hoe, a rake and a hammer are all ________?**
(tools, things to work with, things with handles, made of metal)

11. Say: **Bread, a sandwich, doughnuts and an ice cream cone are all ________?**
(good to eat, things to eat, food)

(Continued on page 171)

C-171

12.



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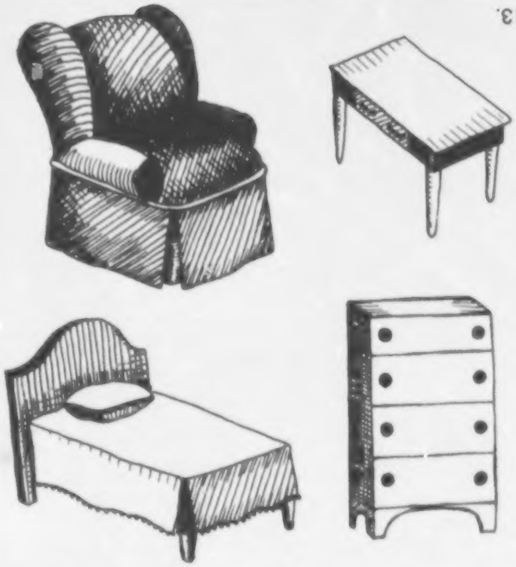

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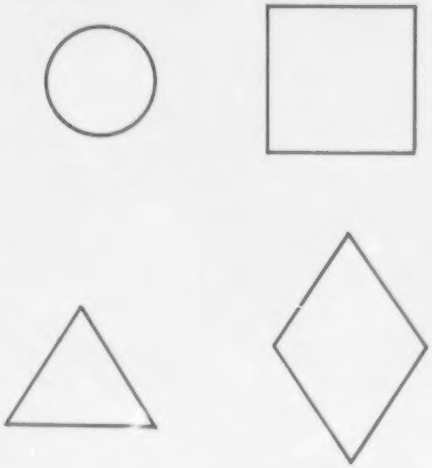

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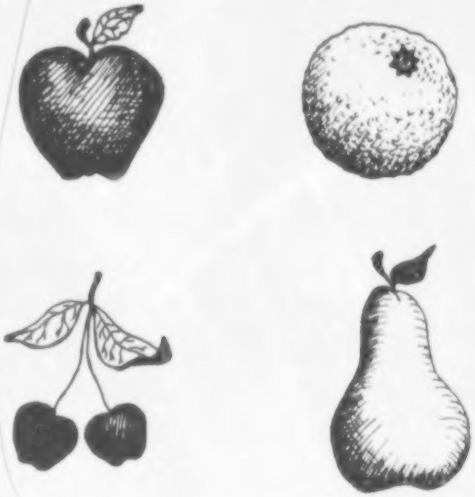

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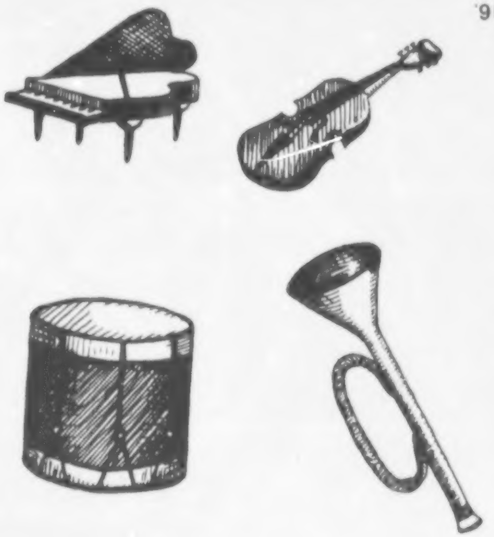
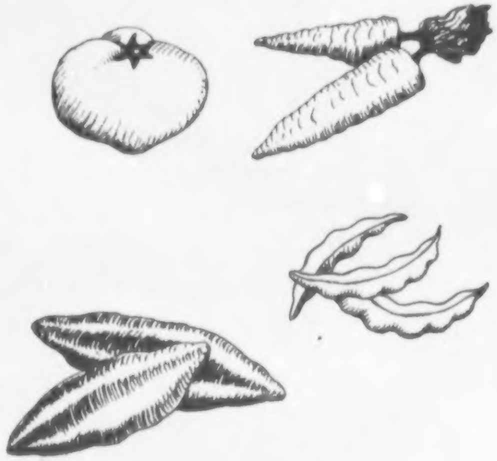


17.



CLASSIFYING *(continued)*

DIRECTIONS: *(Continued)*

12. Say: **A bowl, a glass, a plate and a cup are all __________?**
(dishes, made of glass, plastic, round, things to eat from)

13. Say: **A bed, a table, a chair and a TV are all __________?**
(pieces of furniture, used by people)

14. Say: **A circle, a triangle, a square and a diamond are all __________?**
(designs, shapes, something you can draw)

15. Say: **An apple, an orange, cherries and a pear are all __________?**
(fruit, good to eat, grow on a tree, round, things with seeds, peels)

16. Say: **A piano, a violin, a drum and a horn are all __________?**
(things to make music, musical instruments)

17. Say: **Carrots, peas, beans, cucumbers and tomatoes are all __________?**[7-0]
(things that you eat, things that grow in the garden, something you cook, vegetables, food)

(G-9C)

OBJECTIVE: By __(date)__, when presented visually and orally with three or more items of the classes listed below, __(child's name)__ will classify them concretely, functionally or abstractly. The classes to be included are . . . (list as appropriate)

1. toys,
2. writing instruments,
3. numbers,
4. people,
5. things to read,
6. animals,
7. clothes,
8. colors,
9. things to ride or travel in,
10. tools,
11. food,
12. dishes,
13. furniture,
14. designs,
15. fruit,
16. musical instruments,
17. vegetables.

KNOWS WHAT TO DO IN DIFFERENT SITUATIONS

SKILL: Gives appropriate responses for different situations.

DEVELOPMENTAL RECORD BOOK: Page 18.

MATERIALS: None.

ASSESSMENT METHOD: Child's performance.

DISCONTINUE: After failure on two consecutive items.

TIME: Your discretion.

ACCURACY: Give credit for all responses which are appropriate.

NOTE: When items such as those used here are used in norm-referenced tests, it is crucial that scoring be based on the same criteria and population type used for norming the tests. However, for instructional and criterion-referenced assessment purposes, it is more important that scoring be based on responses or actions appropriate to the age and environment of the child. For example, an appropriate response for item 9 might differ for children, depending on whether or not a child has rainwear.

REFERENCES: The following references were used to sequence skills of knowing what to do in different situations, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:87 21:57 51:2

DIRECTIONS: Make this assessment by asking the questions below. Wait for the child's response. If the child's response is questionable, incomplete or evasive (eg., tell a parent), make additional requests or ask follow-up questions such as these:

Tell me more.
Can you tell me more?
What else can we do?
What should you tell your parents and what would they do?

Items used for the assessment are listed below. Some acceptable responses are provided. Use judgment in crediting responses which might vary from the responses listed.

3-0 1. Say: **What do you do when you are hungry?** *(eat, get something to eat)*

2. Say: **What do you do when you are sleepy?** *(go to sleep, go to bed, lie down)*

3. Say: **What do you do when you are cold?** *(get my coat, blanket, sweater, etc.; go in the house, get near the heater)*

4. Say: **What do you do when you cut your finger?** *(put medicine on it, put a bandage on it, wash it and put medicine on it)*

4-0 5. Say: **What do you do when you are sick?** *(take some medicine, go to bed, go to the doctor)*

(Continued on page 173)

Continued

DIRECTIONS: *(Continued)*

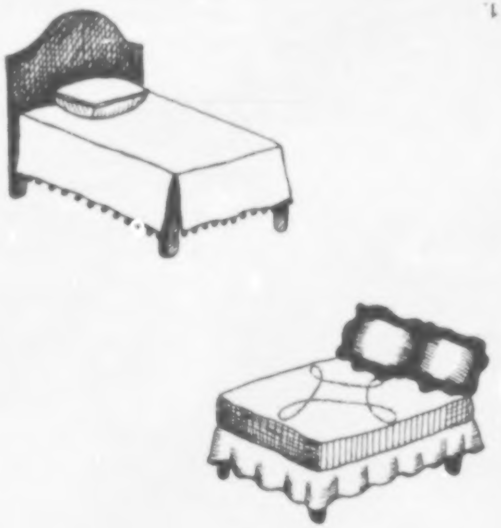
6. Say: **What do you do when you see your hands are dirty?** *(wash them, use soap on them)*
7. Say: **What do you do when you want to go into a room that is dark?** *(turn on the light, get a flashlight)* 5-0
8. Say: **What do you do when you see your shoe is untied?** *(tie it, have someone tie it)*
9. Say: **What do you do when you want to go outside and it is raining?** *(put a raincoat on, get the umbrella, wait for it to stop raining)*
10. Say: **What do you do when you see a house on fire?** *(tell someone big, put water on it, get out of the house and get help, call the fire department, call the police)* 6-0
11. Say: **What do you do when you break something that belongs to someone else?** *(say "I'm sorry," try to fix it, give them one of mine, try to get someone to fix it, buy him/her one)*
12. Say: **What do you do when you are offered candy by a stranger?**$^{7\text{-}0}$ *(say no, don't take it, ask Mom or Dad if I can take it)*

(G-10B)

OBJECTIVE: By ________ (date), when asked 12 questions about appropriate action in different situations, ________ (child's name) will respond orally giving reasonable responses to ________ (quantity) of the 12 questions.

C-174

1.



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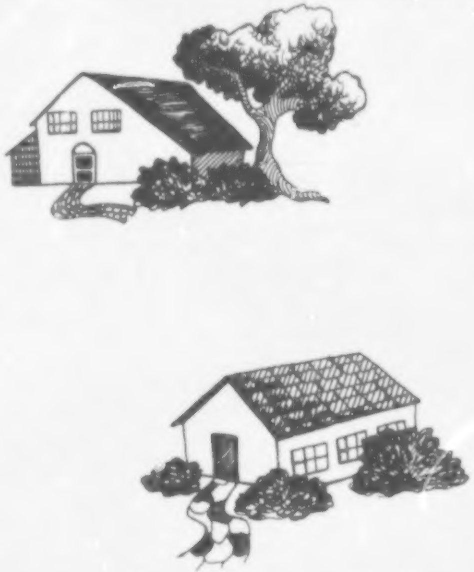

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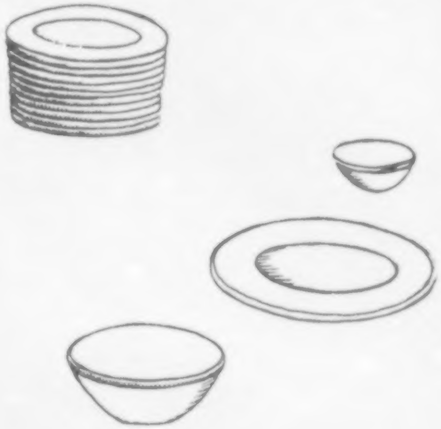

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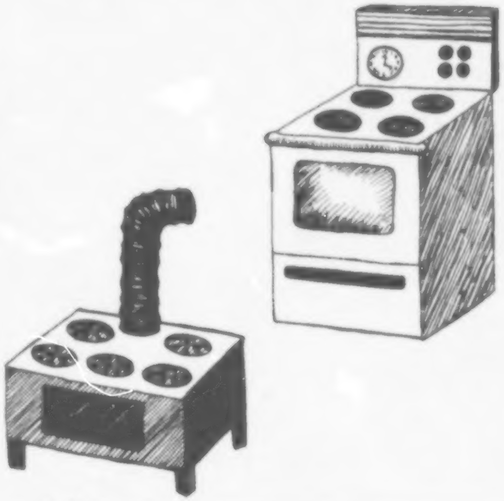

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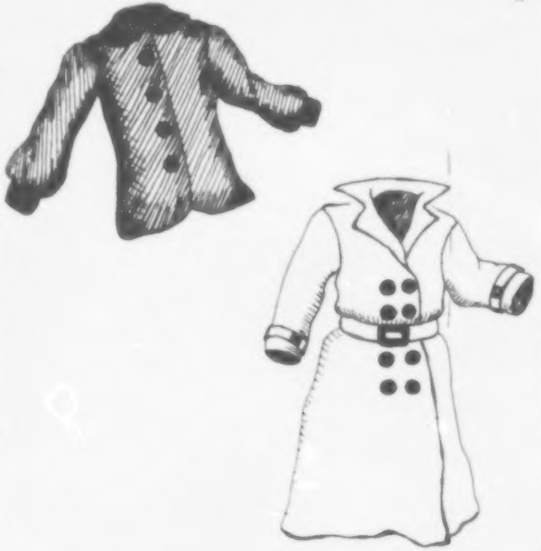

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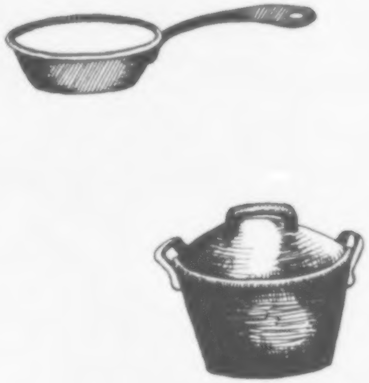


TELLS USE OF OBJECTS

SKILL: Explains use of common objects.

DEVELOPMENTAL RECORD BOOK: Page 18.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pages C-174, C-175 and C-176.

DISCONTINUE: After failure on three consecutive items.

TIME: Your discretion.

ACCURACY: Give credit for all responses which are appropriate and acceptable, considering the child's environment.

Examples of common acceptable responses are listed after each item. However, you will need to use your judgment in scoring responses which vary from those listed.

When items such as those used here are used in norm-referenced tests, it is crucial that scoring be based on the same criteria and population type used for norming the test. However, for instructional and criterion-referenced assessment purposes, it is more important that scoring be based on responses or actions appropriate to the age and environment of the child.

REFERENCES: The following references were used to sequence skills of telling use of objects, and to validate developmental ages (see *Bibliography*, pages 246-7):

48:5
51:75, 78-9

DIRECTIONS: Make this assessment by pointing to the separate pictures of the objects on the child page and asking their usefulness. If the child's response is questionable for granting credit, incomplete, or evasive, make additional requests such as these:

Tell me more. What else?
Can you tell me more?
What do we do with them?

3-0 1. Say: **Why do we have beds?**
(to sleep on, for naps, for rest)

2. Say: **Why do we have houses?**
(to live in, to keep out rain, to sleep in)

3. Say: **Why do we have dishes?**
(to eat in, for food)

4. Say: **Why do we have stoves?**
(to cook our food, to keep us warm)

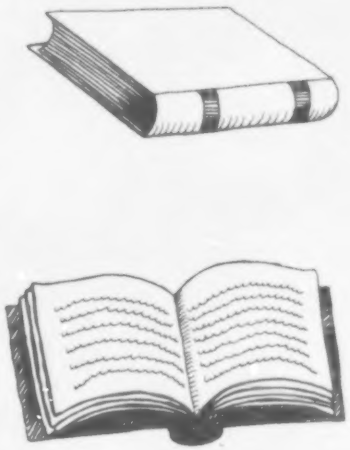
5. Say: **Why do we have coats?**
(to keep us warm, to wear)

6. Say: **Why do we have pans?**
(to cook food in, to put food in)

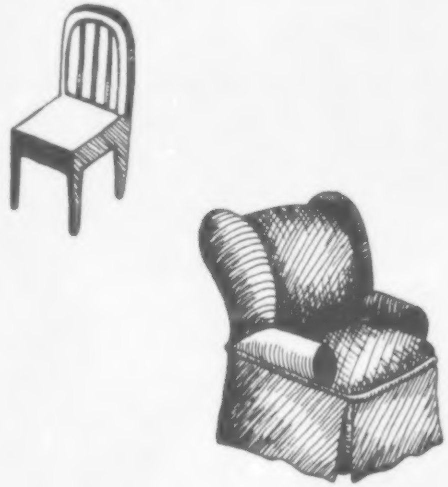
(Continued on pages 175 and 176)

C-175

12.



11.



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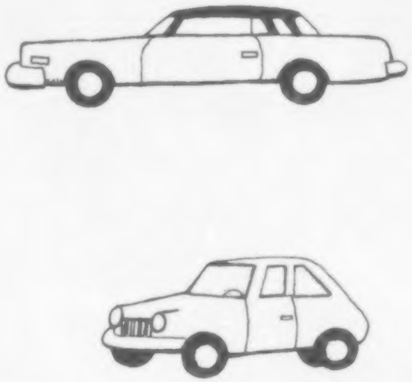

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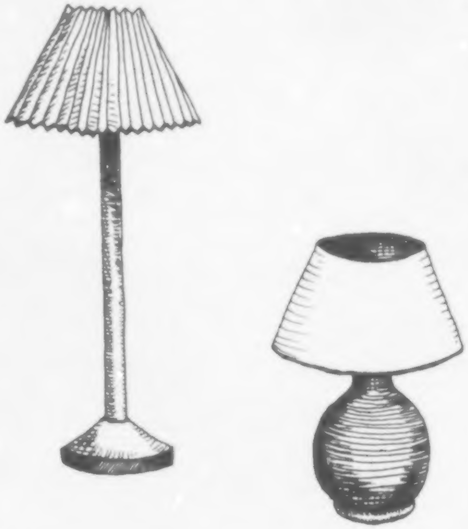

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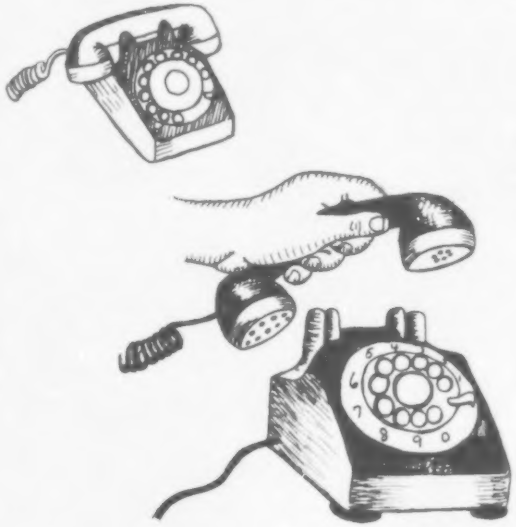

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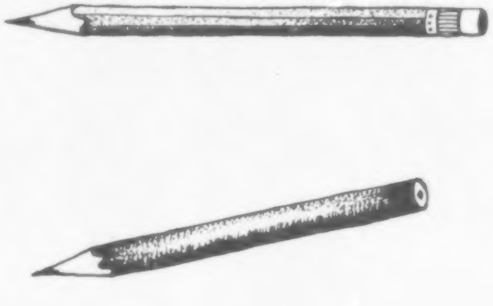


TELLS USE OF OBJECTS *(continued)*

Continued

DIRECTIONS: *(continued)*

4-0 7. Say: **Why do we have books?**
(to look at, to read, to learn to read, to read from)

8. Say: **Why do we have chairs?**
(to sit on, to rest in)

9. Say: **Why do we have cars?**
(to ride in, to take us places)

10. Say: **Why do we have lights?**
(to see after dark, to read by, to help us see at night)

11. Say: **Why do we have telephones?**
(to talk on, so people can call us, so we can talk with our friends)

12. Say: **Why do we have pencils?**
(to write with, so we can write our names, to draw with)

(Continued on page 176)

See page 176 for Objectives.

NOTES:

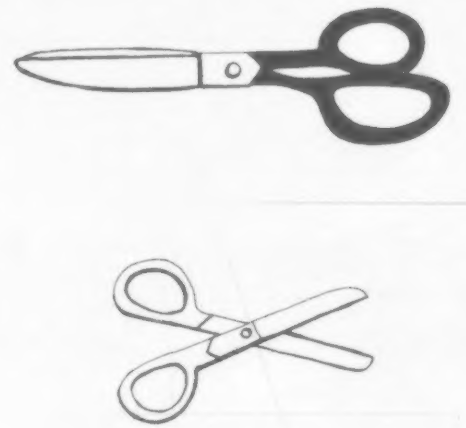
a. **Avoiding Possible Bias in Questions:** Some of the questions in this assessment may reflect cultural or economic bias against children living in homes without certain objects, such as telephones. However, this type of assessment does not necessarily penalize the child for his/her difference: rather, it suggests content a teacher might add to the child's program.

b. **Assessing the Child With an Expressive Language Deficit or Problem:** The assessment method described in the directions requires skill in verbal expression. If the child knows what is being requested, but has problems in verbal expression, you may wish to adapt the assessment. You may wish to display the pictures and ask the child to show the picture of the objects which has the function or use you describe. For example, say, **"Show me what we wear to keep warm."**

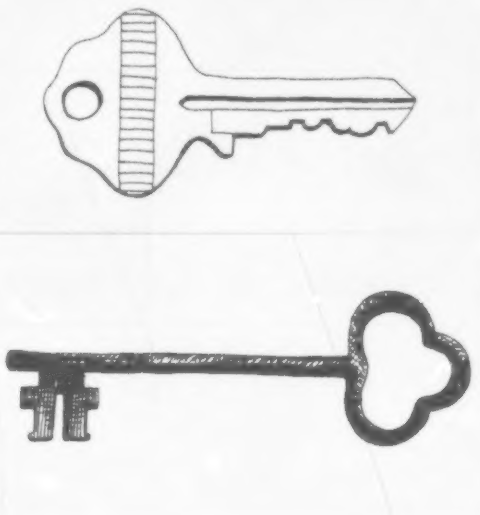
The difference between the child's ability to perform by the regular assessment method and the adapted method described above often indicates the difference between the ability to understand and the ability to express language.

C-176

13.



14.



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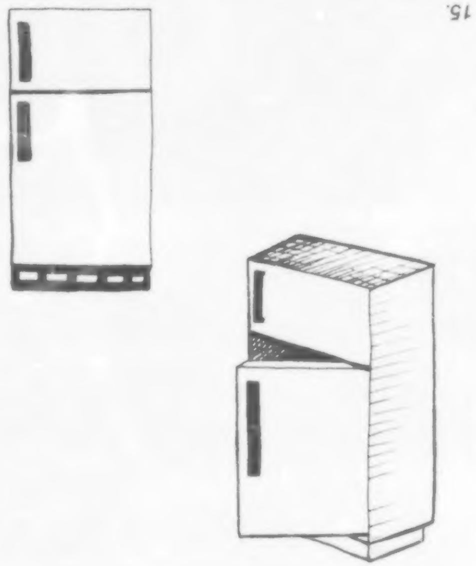
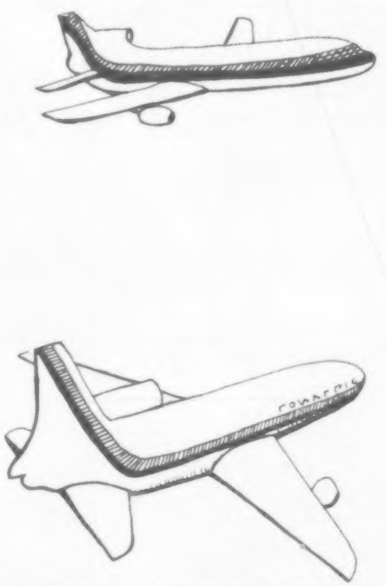
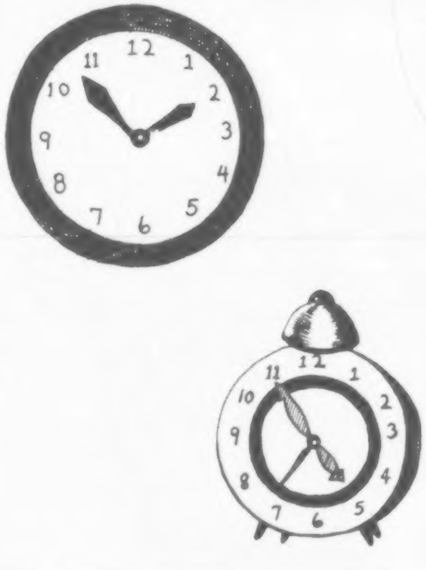


16.



17.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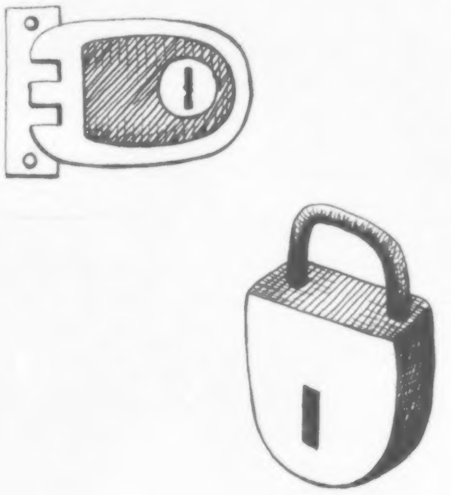
11

18.



Continued

DIRECTIONS: *(Continued)*

5-0 13. Say: **Why do we have scissors?**
(to cut with, for cutting)

14. Say: **Why do we have keys?**
(to unlock doors, to open things like doors)

15. Say: **Why do we have refrigerators?**
(to keep food cold, to make ice)

16. Say: **Why do we have airplanes?**
(to fly in, to take us places, to help us go places fast)

17. Say: **Why do we have clocks?**
(to tell time, to know the time, to help us get up in the morning)

18. Say: **Why do we have locks?** 7-0
(to keep things safe, to go on doors, to keep people out)

(G-11C)

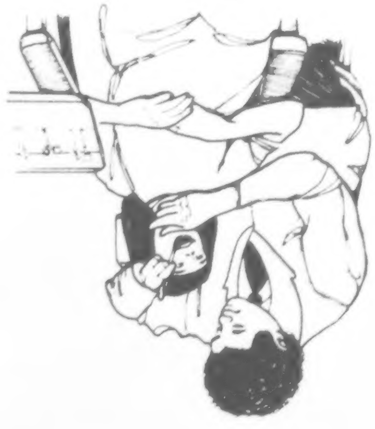
OBJECTIVE: By ____(date)____, when shown pictures of common objects listed below and asked about their uses, ____(child's name)____ will verbally explain their uses relative to the child's age and environment. The objects will include . . . (list as appropriate)

1. beds,
2. houses,
3. dishes,
4. stoves,
5. coats,
6. pans,
7. books,
8. chairs,
9. cars,
10. lights,
11. telephones,
12. pencils,
13. scissors,
14. keys,
15. refrigerators,
16. airplanes,
17. clocks,
18. locks.

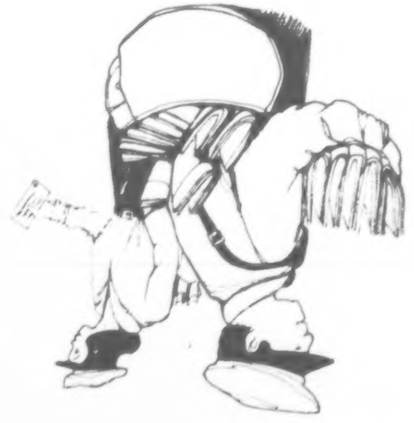
472

473

475

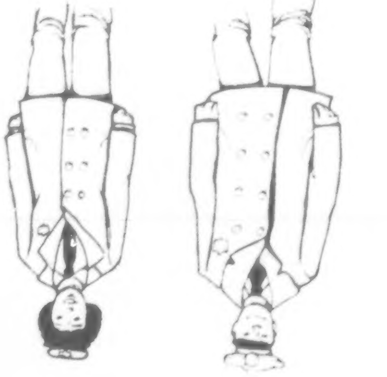


Dentist

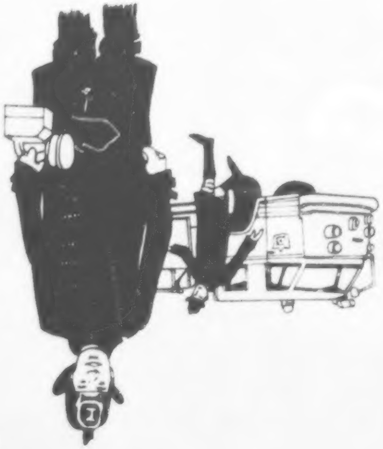


Mail Carriers

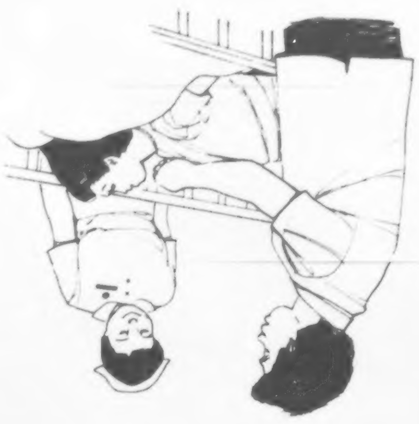
474



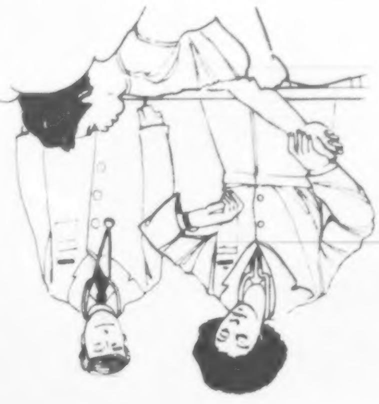
Police Officers



Fireman



Nurses



Doctors

C-177

KNOWS FUNCTION OF COMMUNITY HELPERS

SKILL: Tells the function of community helpers.

DEVELOPMENTAL RECORD BOOK: Page 18.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pages C-177 and C-178.

DISCONTINUE: After failure on two consecutive items.

TIME: Your discretion.

ACCURACY: Give credit for all responses appropriate to the child's environment.

Examples of some acceptable responses are listed after each item. However, use your own judgment in scoring responses which vary from the ones listed.

When items such as those used in this assessment are used in norm-referenced tests, it is crucial that scoring be based on the same criteria and population type used for norming the test. However, for instructional and criterion-referenced assessment purposes, it is more important that the scoring be based on responses or actions appropriate and acceptable for the age and environment of the child.

DEVELOPMENTAL AGES: The author's research did not yield adequate data to fully validate developmental ages. The developmental ages listed are based on children entering kindergarten with a mean age of five years, three months and on the fact that kindergarten and first grade curricula often include the study of community helpers.

DIRECTIONS: Make this assessment by pointing separately to the pictures of the community helpers on page C-177 and asking, **"Why do we have ________?"** If the child's response is questionable, incomplete, or evasive, make additional requests or use follow-up questions such as these:

Tell me more.
What else do they do?

5-3 1. Say: **Why do we have doctors?**
(to make us well, to give us medicine, to help us when we are sick, to help sick people)

2. Say: **Why do we have nurses?**
(to help doctors, to help us keep well, to take care of sick people, to take care of us when we get hurt)

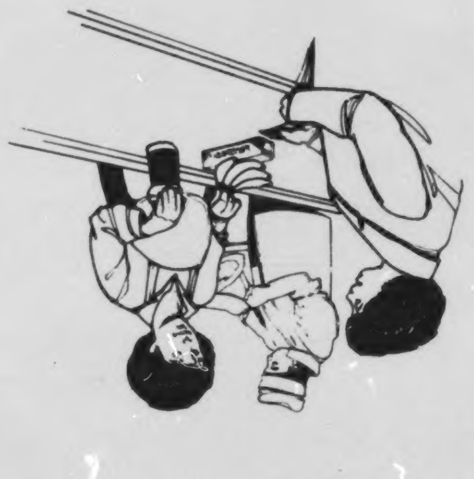
3. Say: **Why do we have fire fighters?**
(to put out fires, to save us from fires)

4. Say: **Why do we have police officers?**
(to protect us, to catch robbers, to help us when we are in trouble)

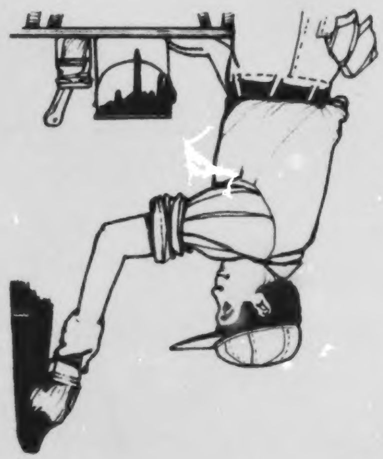
5. Say: **Why do we have mail carriers?**
(to bring mail, to bring letters)

6. Say: **Why do we have dentists?**
(to fix our teeth, to fill cavities, to take care of our teeth)

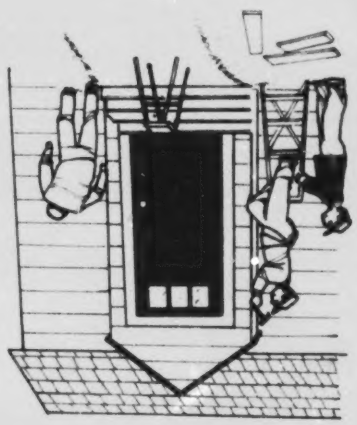
(Continued on page 178)



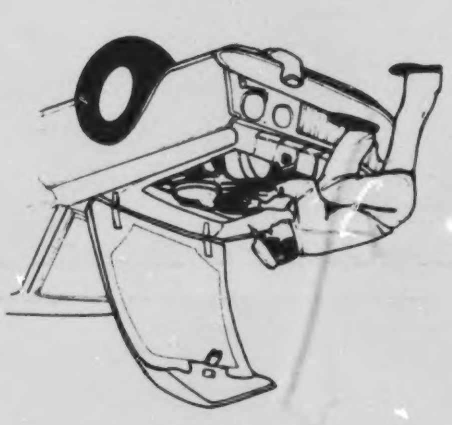
Grocer



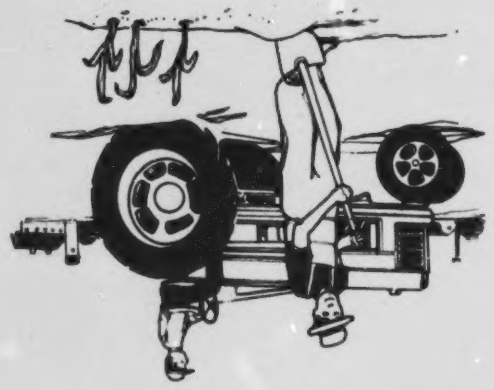
Painter



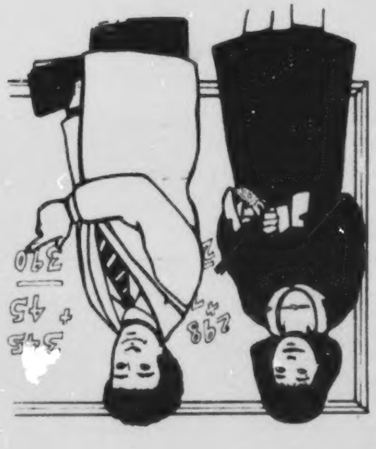
Carpenter



Mechanic



Farmer



345
+ 45
390
298

Teachers

KNOWS FUNCTION OF COMMUNITY HELPERS *(continued)*

Continued

DIRECTIONS: *(continued)*

6-3 7. Say: **Why do we have teachers?**
(to teach us to read, to help us in school, to help us learn)

8. Say: **Why do we have farmers?**
(to raise food, to grow things to eat, to take care of cows and pigs)

9. Say: **Why do we have mechanics?**
(to fix cars, to make our cars run, to fix motors)

10. Say: **Why do we have carpenters?**
(to build houses, to build things, to saw boards and nail them, to build with wood)

11. Say: **Why do we have painters?**
(to paint houses, to paint things)

12. Say: **Why do we have grocers or storekeepers?**7-0
(to run stores, so we can buy things, to sell us things)

NOTE:

Possible Bias in Questions: Some of the questions in this assessment may have a cultural or economic bias against children living in a particular neighborhood where certain services are not available. However, this type of assessment does not penalize the child for his/her difference, but provides you with information about content which should be included in the child's program.

(G-12)

OBJECTIVE: By ______ (date), when shown pictures of community helpers listed below and asked questions about their functions, ______ (child's name) will verbally explain their functions considered appropriate to a particular age level and community. The community helpers for which an explanation will be given will include . . . (list as appropriate)

1. doctors,
2. nurses,
3. fire fighters,
4. police officers,
5. mail carriers,
6. dentists,
7. teachers,
8. farmers,
9. mechanics,
10. carpenters,
11. painters,
12. grocers and storekeepers.

KNOWS COMMUNITY SERVICES

SKILL: Tells where to go for services and needs.

DEVELOPMENTAL RECORD BOOK: Page 18.

ASSESSMENT METHOD: Child performance.

MATERIALS: None.

DISCONTINUE: After failure on two consecutive items.

TIME: Your discretion.

ACCURACY: Give credit for all responses appropriate within the child's community. Give credit for a child's use of local business names; for example, A & P, Safeway, Perez's, Doug's Market.

Examples of some common acceptable responses are listed after each item. However, use your own judgment in scoring responses which vary from the response listed.

When items such as these are used in norm-referenced tests, it is crucial that scoring be based on the same criteria used with the norming population. However, for instructional and criterion-referenced assessment purposes, it is most important that scoring be based on responses or actions appropriate to the age and the community in which the child lives.

DEVELOPMENTAL AGES: The author's research did not yield adequate norming data to fully validate developmental ages. The developmental ages listed for knowledge of community services are based on a mean age of five years, three months for entering kindergarten, and on the fact that kindergarten and first grade curricula often include the study of community services.

DIRECTIONS: Make this assessment by asking each question listed below. Pause for the child's response. If the child's response is incomplete or evasive, make additional requests or ask follow-up questions such as:

Where else could we go?

Where do Dad and Mom buy it?

Tell me more about it.

5-3 1. Say: **Where do we go when we are very sick?**
(to the doctor, to the hospital)

2. Say: **Where do we go when we want to buy candy?**
(to the candy store, to the grocery store)

3. Say: **Where do we go when we want to buy milk?**
(to the dairy, to the grocery store)

4. Say: **Where do we go when we want to see animals like tigers and lions?**
(to the zoo, to the park)

5. Say: **Where do we go when we want to buy clothes?**
(to a clothing store)

6. Say: **Where do we go when we want to buy medicine?**
(to a drug store)

6-3 7. Say: **Where do we go when we want to borrow a book?**
(to the library, to the bookmobile)

8. Say: **Where do we go when we want to buy stamps for a letter?**
(to the post office)

9. Say: **Where do we go when we need a haircut?**
(to the barber shop, to the beauty shop)

10. Say: **Where do we go when we need to wash clothes?**
(to the laundry, to the laundromat)

11. Say: **Where do we go when we want our car repaired?**
(to the garage, to the service station)

12. Say: **Where do we go when we need clothes dry cleaned?**$^{7-0}$
(to the cleaners, to the dry cleaners)

Continued

(G-13B)

OBJECTIVE: By ____(date)____, when asked questions about obtaining services in the community as listed below, ____(child's name)____ will verbally indicate knowledge appropriate to the community in which he/she lives. The sources will be given when indicating where we go when we... (add as appropriate)

1. are very sick,
2. want to buy candy,
3. want to buy milk,
4. want to see animals like tigers and bears,
5. want to buy clothes,
6. want to buy medicine,
7. want to borrow a book,
8. want to buy stamps for a letter,
9. need a haircut,
10. need to wash clothes,
11. want our car repaired or fixed,
12. need some clothes dry cleaned.

NOTE:

Possible Bias in Questions: Some questions in this assessment may be considered discriminatory of children living in a community where certain services are unavailable. However, this type of assessment provides teachers with insight as to what content should be included in programs to help compensate for possible differences.

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H. READINESS

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Supplementary Assessment of Readiness 196

INTRODUCTION

The assessment procedures in this section of the *Inventory* relate to skills frequently listed as having great value in predicting reading success. However, the *Inventory* user should include other skills in judging reading readiness.

Few areas related to reading have been researched more than the area of readiness. A review of this research reveals that practically all of the skills previously assessed in the *Inventory*—psychomotor skills, self-help, speech and language, general knowledge and comprehension—correlate with learning to read.

Much has been written about factors which predict success in reading.

(Continued on page 183)

H. READINESS *(continued)*

NOTES:

a. **Multiple Levels of Assessing Letters:** Procedures for assessing skill with both upper and lower case letters are included for the three following skill levels (see pages 192-5):

- matching letters
- pointing to the letter named
- naming the letter you point to

To save time, initiate the assessment at the level you believe consistent with the child's skill level. For example, if you believe the child can name the letters, testing should begin at the third skill level. If the child is successful, give credit for the earlier skill levels. If the child is unsuccessful, discontinue the assessment at this level and assess on the earlier levels.

b. **Letter Cases:** There is no agreement among authorities as to which letters should be taught first — upper case or lower case. Use the assessment procedures in the sequence which is consistent with the local curriculum sequence.

RESPONSE TO AND EXPERIENCE WITH BOOKS

SKILL: Demonstrates skill which indicates a readiness for books and reading.

ASSESSMENT METHODS: Parent interview, observation of child's formal or informal performance.

DEVELOPMENTAL RECORD BOOK: Page 19.

MATERIALS: A setting where children ordinarily have experiences with books, such as a library or reading corner.

When the assessment cannot be made in a natural situation, use a picture book for the child below three years of age and a "read-to-me" type of book for the child more than three years old.

DISCONTINUE: After failure on three consecutive skills.

TIME: Your discretion.

ACCURACY: Confirmation of a positive answer to the criterion question.

REFERENCES: The following references were used to sequence skills of responding to books and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:75-8	8:82-3	35:84, 94, 109
4:85-7	26:130, 297, 320, 363	42:138-9
5:6	27:155	48:3
7:207, 210-11, 220	28:631	50:75

DIRECTIONS: This assessment may be made by:

- using the interview method with the parents or other informants knowledgeable of the child's reaction to books,
- observing the child during activities involving books,
- engaging the child in looking at or reading books.

Use your judgment in determining which one or combination of methods listed will yield the most valid result.

Most likely, the assessment will be carried out by interview method. Thus, criterion questions (C.Q.s) for the interview have been included in the assessment procedures. The criterion questions will also provide you with guidance and criteria in assessing the skill by other methods.

Use lead questions for the interview.

Ask: **How does _________ respond to books? Does he/she like to look at books?**

Evaluate the response to the lead questions and record in the *Developmental Record Book* all skills which have been mastered. If certain information is unavailable, ask the criterion question related to that behavior.

(Continued on page 185)

Continued

DIRECTIONS: *(Continued)*

1-6 1. Turns book right-side-up.
C.Q.: **If a picture book is upside-down, does _________ turn it right-side-up to look at the pictures?**

Note: This skill can be assessed by giving the child a picture book turned upside-down.

2. Turns several pages at once.
C.Q.: **In using a book, does _________ turn the pages one at a time or several at once?**

Note: Give credit also for skill 4 if the child turns pages one at a time.

3. Looks at pictures selectively.
C.Q.: **Does _________ pay close attention to certain pictures when looking at books?**

2-0 4. Turns pages singly.
Note: See skill 2.

5. Points to and names simple, familiar pictures.
C.Q.: **Does _________ point to and name pictures?**

Note: You can determine this skill by using the picture vocabulary assessment on page 135.

6. Is interested in sounds and repetitions in books read aloud.
C.Q.: **Does _________ have an interest in sounds and repetition in books read aloud?**

7. Wants the same story repeated.
C.Q.: **Does _________ request you repeat stories he/she has heard several times?**

8. Describes actions shown in pictures.
C.Q.: **Does _________ describe and talk about the action in pictures?**

9. Takes part in reading by inserting words and phrases.
C.Q.: **As you read to _________, does he/she appropriately insert some of the words and phrases?**

3-0 10. Gains information from books about real things.
C.Q.: **Is _________ able to answer simple questions about a book or story read to him/her?**

4-0 11. Attempts to "read" familiar books from memory.
C.Q.: **Does _________ pretend to read parts of familiar stories, telling them from memory?**

12. Is interested in stories of humor, fantasy and growth.
C.Q.: **Does _________ show an interest in stories of certain types, such as humor, fantasy, growth, and in "why" books?**

13. Likes to follow along in a book as it is read.
C.Q.: **Does _________ like to follow along as a book or story is read?**

Note: The criterion involves words, not pictures.

5-0 14. Attempts to read by looking at pictures.
C.Q.: **Does _________ attempt to read by looking at pictures?**

15. Reads some words by sight.
C.Q.: **Does _________ read any words by sight?**

(Continued on page 186)

Continued

DIRECTIONS: *(Continued)*

$^{6\text{-}0}$16. Attempts to read words by using word attack skills.
C.Q.: **Does ________ sound out some words by using phonic or other skills?**

17. Reads simple stories aloud.
C.Q.: **Does ________ read any stories aloud?**

18. Distinguishes between fantasy and reality.$^{7\text{-}0}$
C.Q.: **Does ________ distinguish between stories based on reality and on fantasy?**

(H-1C)

OBJECTIVES: By ________(date), when presented with books of the appropriate level and given encouragement, ________(child's name) will . . . (list as appropriate)

1. turn the books right-side-up for reading,
2. turn several pages in a book at once,
3. look selectively at pictures in a book,
4. turn pages individually,
5. point to and name simple, familiar pictures,
6. show an interest in sounds and repetitions in "read-to-me" books,
7. request repetition of a story which has been read several times,
8. describe actions shown by pictures in books,
9. take part in reading by inserting words and phrases as stories are read,
10. gain information from books about real things and be able to answer simple questions,
11. attempt to read familiar books from memory,
12. show an interest in stories of humor, fantasy, growth, and in "why" books,
13. follow along in a book as the words are read,
14. attempt to read by looking at pictures,
15. read some words by sight,
16. attempt to read words in books by using word attack skills,
17. read simple stories aloud,
18. distinguish between stories based on fantasy and those based on reality.

△ △	M N	w w	to it
⬡ ○	E E	r t	cat cat
♤ ◇	H N	i i	how who
◇ ◇	V Y	s e	dad dad
◇ △	R R	c e	saw was

VISUAL DISCRIMINATION

SKILLS: 1. Visually discriminates between two like or different symbols.

$^{5\cdot 3}$Designs → Upper case letters
$^{5\cdot 9}$Lower case letters → Words$^{6\cdot 3}$

2. Visually discriminates which of three symbols is different

$^{6\cdot 3}$Designs → Upper case letters
$^{6\cdot 6}$Lower case letters → Words$^{7\cdot 0}$

DEVELOPMENTAL RECORD BOOK: Page 19.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pages C-187, C-188 and C-189.

DISCONTINUE: After failure on one type of symbol (designs, upper case letters, lower case letters or words) as indicated below.

TIME: Your discretion.

ACCURACY: 80 percent for the designs, 100 percent for the letters and words.

DEVELOPMENTAL AGES: The developmental ages listed are based on a mean age of five years, three months for entering kindergarten. The developmental ages are based also on the fact that the kindergarten curriculum frequently teaches tasks of discrimination between two objects, and the first grade curriculum teaches discrimination among three objects.

DIRECTIONS: This assessment may be made on two skill levels: visually discriminates between two like or different symbols *(see page C-187)*, or visually determines which of three symbols is different *(see pages C-188 and C-189)*.

1. **Directions for assessing recognition of two like or different symbols:**

   Point to the two triangles on page C-187, and

   Ask: **Are these two alike? Are they just the same?**

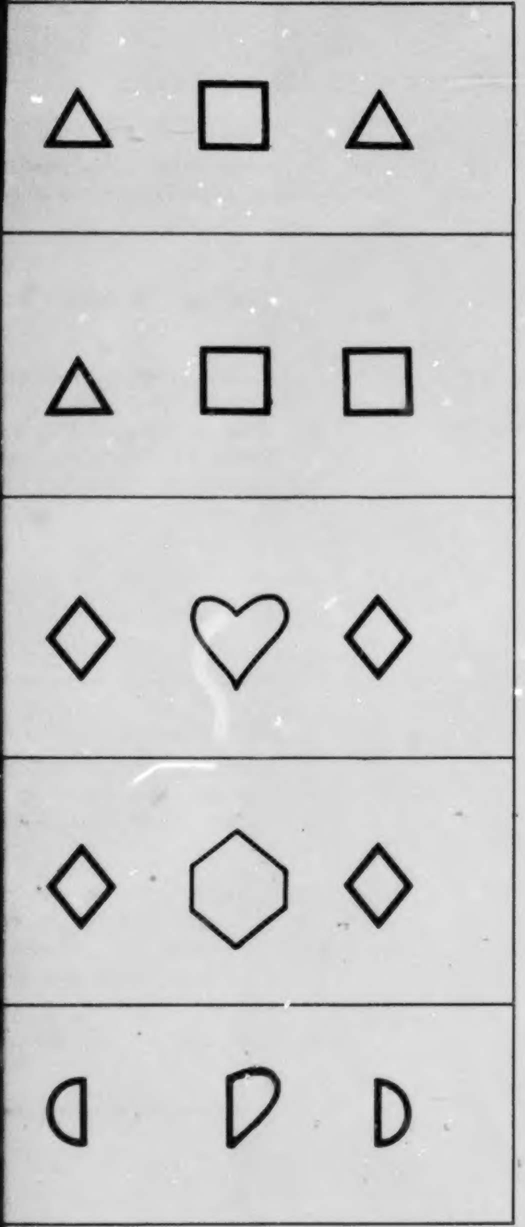
   If the child does not respond correctly or does not appear to understand,

   Say: **Yes. They are just alike, just the same.**

   Continue assessing by pointing to each pair of printed symbols (designs, letters and words) individually. Ask the child to look carefully at each pair and tell if they are alike or different.

Group/Written Assessment Procedures: The assessment may be adapted to group or to a written assessment by giving out copies of the child's page and instructing the students to "X" the symbols which are different and to circle the symbols which are alike.

(Continued on pages C-188, 188, C-189, 189)



EFE

NNH

GCC

ODO

RRP

Continued

SKILLS: 1. Visually discriminates between two like or different symbols.

$^{5\text{-}3}$Designs → Upper case letters
$^{5\text{-}9}$Lower case letters → Words

2. Visually determines which of three symbols is different.

$^{6\text{-}3}$Designs → Upper case letters
$^{6\text{-}6}$Lower case letters → Words$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 19.

ASSESSMENT METHODS: Child's performance, either individually or in a group.

MATERIALS: Pages C-187, C-188 and C-189.

DISCONTINUE: After failure on one type of symbol (designs, upper case letters, lower case letters or words) as indicated below.

TIME: Your discretion.

ACCURACY: 80 percent for the designs, 100 percent for the letters and words.

DIRECTIONS: *(Continued)*

2. **Directions for assessing which of three symbols is different:**

Point to the first group of designs on page C-188, and

Ask: **Which one of these is different? Which one is not like the others?**

If the child does not respond correctly (with "square" or "box"), or does not appear to understand,

Say: **This one is different** *(pointing to the square).* **This one is a square and the other two are triangles.**

Continue testing by pointing to each item on page C-188 and C-189, and

Ask: **Which one is different, not like the other two?**

Additional symbols are included on page C-189.

Group/Written Assessment Procedures: The procedure may be adapted to group assessment by giving each child a copy of the child's page and instructing the children to "X" the symbols which are different. An individual written assessment can be made, with the same procedure.

r t r

n n u

b h h

p q p

b d d

it ti it

on no no

to ta to

red bed red

saw saw was

VISUAL DISCRIMINATION *(continued)*

Continued

See page 188 for directions for page C-189.

(H-2C:1)

OBJECTIVES FOR VISUAL DISCRIMINATION OF TWO LIKE OR DIFFERENT SYMBOLS: By ____(date)____, when shown two symbols of the types listed below (designs, letters or words) and asked to do so, ____(child's name)____ will indicate if the symbols are alike or different. The task involves five pairs of each type of symbol with the percentage of accuracy required shown after each type.

1. designs (80 percent),
2. upper case letters (100 percent),
3. lower case letters (100 percent),
4. words (100 percent).

(H-2C:2)

OBJECTIVES FOR VISUALLY DISCRIMINATING WHICH OF THREE SYMBOLS IS DIFFERENT: By ____(date)____, when shown three symbols of the types listed below (designs, letters or words), one of which is different from the others, ____(child's name)____ will indicate which symbol is different. This task involves five items of each type of symbol with the percentage of accuracy required indicated after each type.

1. designs (80 percent),
2. upper case letters (100 percent),
3. lower case letters (100 percent),
4. words (100 percent).

NOTES:

a. **Correlation with the *Inventory of Basic Skills:*** The more advanced skill of determining which of four printed symbols is different is assessed in the Readiness section of the *Inventory of Basic Skills* (Pages 3 and 4, Test 2).

b. **Lower Level, Prerequisite Skill:** If the child is unsuccessful at the lower (two symbols) skill level in this assessment, you may wish to assess the child's ability to "Match Common Designs" on page 154.

RECITES ALPHABET

SKILL: Recites the alphabet.

$^{5\text{-}3}$a b c d e f g h i
j k l m n o p q
r s t u v w x y z$^{5\text{-}9}$

ASSESSMENT METHOD: Child performance.

DEVELOPMENTAL RECORD BOOK: Page 19.

MATERIALS: None.

DISCONTINUE: After determining the number of letters the child can recite without error.

DIRECTIONS:

Say: **I want you to say the ABC's.**

If the child does not seem to understand,

Say: **Can you say the ABC's? A, B, C, D...**

TIME: Your discretion.

ACCURACY: Give credit for all letters recited before the first error.

DEVELOPMENTAL AGES: The developmental ages are based on children entering kindergarten with a mean age of five years, three months. Learning to recite the alphabet is often a part of the curriculum during the first half of kindergarten. If your program differs from this practice, you should make adjustments to accomodate those program policies and practices.

(H-3A)

OBJECTIVE: By ___(date)___, when requested to do so, ___(child's name)___ will correctly recite ___(quantity)___ of the 26 letters of the alphabet.

RECITES ALPHABET *(continued)*

Continued

NOTES:

a. **Credit for Alphabet:** Many pupils sing "The ABC (Alphabet) Song" when asked the ABC's. You may wish to give credit if the child responds by singing the alphabet without significant omissions and distortions.

b. **Correlation with *Inventory of Basic Skills:*** This assessment procedure is the same as the one in the Readiness section of the *Inventory of Basic Skills*, page 19 (Test 16).

c. **Instructional Planning:** The skill of providing letters which follow and precede specific letters is a higher level skill than reciting the alphabet. This skill is not included in the *Inventory*, but it is a significant skill to include in instructional planning.

d. **Different Skill Levels of Reciting the Alphabet:** Children usually progress through levels in reciting the alphabet. Those listed below can frequently be identified.

- singing "The ABC Song,"
- rote memorization only,
- definite knowledge of the alphabet.

Note the level in the *Developmental Record Book*.

A	C	G	H
B	A	H	J
C	F	I	I
D	B	J	G
E	D	K	L
F	E	L	K

UPPER CASE LETTERS

SKILLS: Knows upper case letters.

1. Matches upper case letters.
   $^{5\text{-}3}$ABCDEFGHIJKLMNOPQRSTUVWXYZ$^{5\text{-}6}$
2. Points to upper case letters when they are named.
   $^{5\text{-}6}$ABCDEFGHIJKLMNOPQRSTUVWXYZ$^{5\text{-}9}$
3. Names upper case letters when they are pointed to.
   $^{5\text{-}9}$ABCDEFGHIJKLMNOPQRSTUVWXYZ$^{6\text{-}3}$

DEVELOPMENTAL RECORD BOOK: Page 19.

ASSESSMENT METHODS: Child's performance.

MATERIALS: Pages C-192 and C-193.

DISCONTINUE: After two consecutive failures at the skill level being assessed.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

DEVELOPMENTAL AGES: The developmental ages in the skills listed on this page are based on the performance of children entering kindergarten with a mean age of five years, three months. The ages are also based on the fact that learning to recognize upper case letters by matching, pointing to, and naming them is common in the kindergarten curriculum.

DIRECTIONS: This assessment may be made on one, two or three different skill levels. See the three levels of skills listed by number above. Follow the directions below and on page 193 for each skill.

1. **Directions to Assess Matching:**
   Point to the *A* under the square on page C-192.
   Say: **Look at this letter.**
   Pointing to the column under the triangle,
   Say: **Now look at the letters in this box. One is just the same, looks just the same, as the first one. Find the one just like this one** *(point to the A).*

Give help in finding the first matching letter *A*, if needed. Give help with the first letter only.

If the child appears to understand, continue by pointing to each letter in the box under the square ■ and ask the child to find the matching letter in the box under the triangle▲.

If the child is successful, continue asking the child to match each letter in the box under the square■ with the same letter in the box under the triangle▲.

Follow the same procedure for page C-193.

(Continued on pages C-193 and 193)

○ ● ● ● ○

■	▲	■	▲
M	O	T	U
N	M	U	T
O	P	V	W
P	N	W	V
Q	S	X	Y
R	R	Y	Z
S	Q	Z	X

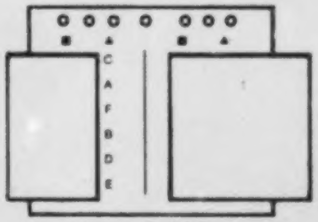
Continued

DIRECTIONS: *(Continued)*

2. **Directions for Assessing Identification by Pointing:** Begin the assessment by using the visual material on page C-192. Using pieces of blank paper, "screen" the page so only the letters in the column under the first triangle ▲ show.

Say: **I'm going to say some letters and I want you to find them here** *(pointing to the column of letters under the triangle).*

Say: **Show me the *A*** or, **Find the *A*.**



Page C-192

Request each letter in alphabetical order. When all letters in the triangle ▲ column have been requested and the child has pointed to each of them, continue the same procedure for the second triangle ▲ column on page C-192, and then for the two columns under the triangles on page C-193.

3. **Directions for Assessing Naming of Letters:** Begin the assessment by using the visual material on page C-192. Point to the letters in the columns under the triangle ▲ separately, beginning with the *C*.

Ask: **What letter is this?,** or, **What is its name?**

Pause after each request to allow the child to respond.

(H-4B:1)
OBJECTIVE FOR MATCHING: By __________ (date), when shown one set of upper case manuscript letters in alphabetical order and one set in random order, __________ (child's name) will match __________ (quantity) of the 26 letters by pointing to the letters which match, or by drawing connecting lines between the matching letters when asked to do so.

(H-4B:2)
OBJECTIVE FOR POINTING TO LETTERS WHEN ASKED TO: By __________ (date), when shown a copy of upper case manuscript letters listed in random order, __________ (child's name) will identify __________ (quantity) of the 26 letters by pointing to the correct letter when asked to do so.

(H-4B:3)
OBJECTIVE FOR NAMING LETTERS: By __________ (date), when shown a copy of upper case manuscript letters listed in random order, __________ (child's name) will identify __________ (quantity) of the 26 letters by correctly naming each letter when asked to do so.

○ ● ● ● ○ ●

■	▲
a	c
b	a
c	f
d	b
e	d
f	e

■	▲
g	h
h	j
i	i
j	g
k	l
l	k

LOWER CASE LETTERS

SKILL: Knows lower case letters.

1. Matches lower case letters.
   $^{5-3}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{5-6}$
2. Points to lower case letters when they are named.
   $^{5-6}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{5-9}$
3. Names lower case letters when they are pointed to.
   $^{5-9}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{6-3}$

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Performance of child.

MATERIALS: Pages C-194 and C-195.

DISCONTINUE: After two consecutive failures at the skill level being assessed.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

DEVELOPMENTAL AGES: The developmental ages are based on the common practice of children entering kindergarten with a mean age of five years, three months, and on the fact that learning to recognize lower case letters by matching, pointing to, and naming, is frequently included in the kindergarten curriculum.

DIRECTIONS: This assessment may be made on one, two or three different skill levels. See the three levels of skills listed above. Follow the directions below and on page 195 for each respective skill level.

A. Directions to Assess Matching:

Point to the *a* under the square ■ on page C-194.

Say: **Look at this letter.**

Point to the column under the triangle ▲

Say: **Now look at these letters in this box. One is just the same as the first one. Find the one just like this one** *(pointing to the a).*

Give help in finding the first matching letter (the *a* under the triangle ▲) if necessary. Give help with this first letter only.

If the child appears to understand, continue by pointing to each letter in the column under the square ■ and asking the child to find the matching letter in the column under the triangle ▲ .

If the child is successful, continue asking the child to match each letter in the column under the square ■ with the same letter in the column under the triangle ▲

Follow the same procedure for page C-195.

(Continued on page C-195 and 195)

517

518

■	▲
m	o
n	m
o	p
p	n
q	s
r	r
s	q

■	▲
t	u
u	t
v	w
w	v
x	y
y	z
z	x

Continued

DIRECTIONS: *(Continued)*

B. Directions to Assess Identification by Pointing:

Begin the assessment by using the visual material on page C-194. Using pieces of blank paper, screen the page so only the letter in the column under the first triangle ▲ shows.

Say: **I'm going to name some letters and I want you to find them here** *(pointing to the column of letters under the triangle* ▲ *).*

Say: **Show me the a,** or **Find the a.**

Pause after each request for the child's response. Continue the same procedure, requesting each letter in order. After all letters in the column have been requested and the child has pointed to them, continue the same procedure for the column under the triangle ▲ on the child's right. Complete the assessment by using the same procedure with the two triangle ▲ columns on page C-195.

C. Directions to Assess Naming:

Begin the assessment by using the visual material on page C-194. Point separately to the letters in the columns under the triangle ▲ , beginning with the *c*.

Ask: **What letter is this,** or **What is its name?**

Pause after each request to allow for the child's response.

(H-5B:1)

OBJECTIVES FOR MATCHING: By ______ (date), when shown one set in random order, ______ (child's name) will match ______ (quantity) of the 26 letters by pointing to the letters which match, or by drawing connecting lines between the matching letters when asked to do so.

(H-5B:2)

OBJECTIVE FOR POINTING TO WHEN REQUESTED: By ______ (date), when shown a copy of lower case manuscript letters listed in random order, ______ (child's name) will identify ______ (quantity) of the 26 letters by pointing to each correct letter when asked to do so.

(H-5B:3)

OBJECTIVE FOR NAMING: By ______ (date), when shown a copy of lower case manuscript letters listed in random order, ______ (child's name) will identify ______ (quantity) of the 26 letters by correctly naming each letter when asked to do so.

SUPPLEMENTARY ASSESSMENT OF READINESS SKILLS AND FACTORS

The list of skills and factors which research indicates to have predictive value for success in reading is immense. The skills assessed in this and previous sections of the *Inventory* will provide the user with a workable evaluation of the child's readiness skills.

Listed below are additional factors which should be considered for a total assessment of reading. You will have an opportunity to observe some of these factors as you assess skills.

a. Attitude:
- likes and is liked by classmates
- likes school
- is motivated to learn
- likes to achieve

b. Work Habits:
- accepts responsibility
- works well independently
- works well in groups
- gives sustained attention to a given activity without being easily distracted
- can follow directions

c. Emotional Stability:
- is confident
- is not moody, impulsive or easily frustrated

d. Mental Maturity:
- is mentally alert
- can recall a sequence of events
- can draw conclusions and predict outcomes

e. Vision:
- can see chalkboard clearly from a distance
- is free of vision problems such as these:
  - — turns one eye in or out
  - — tilts head or squints when attempting to see
  - — has red, inflamed or watery eyes
  - — holds a book too close or too far away
  - — complains of headaches or of difficulty in seeing

f. Hearing:
- responds normally to sound stimuli
- appears free of hearing problems such as these:
  - — turns one ear toward the speaker
  - — suffers earaches and sinus congestion
  - — experiences difficulty in following directions given in a normal conversational tone
  - — has a monotonous or unnatural voice
  - — frequently requests that directions be repeated

g. Physically Fit and Healthy:
- is free of chronic illnesses
- has an adequate energy level
- appears healthy and does not complain of physical problems

I. READING

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INTRODUCTION

The procedures in this section of the *Inventory* are for assessing beginning reading skills commonly taught in first grade.

For more comprehensive assessment of advanced reading skills needed, refer to pages 28-108 of the *Inventory of Basic Skills*.

(Continued on page 198)

NOTES:

a. **Diagnosing Difficulties in Oral Reading:** To help in identifying oral reading difficulties, you may wish to make copies of the reading passages on page C-214 through C-217. Then make notes on the copies as the child reads from the *Inventory*. Observations and notations might include such difficulties or errors as the following:

- reversals such as "saw" for "was"
- errors on easy words
- adding of words
- omission of words
- repetition of words
- loses place frequently
- ignores punctuation
- does not use word attack skills
- does not read with fluency and expression
- poor enunciation
- inaudible voice
- holds book too close or too far away from eyes
- rate is too slow or too fast

b. **Basic Sight Vocabulary:** An assessment of basic sight vocabulary—other than color words, number words and common signs—is not included in this section. For such an assessment the vocabulary in the reading passages on page 214-217 may be used, as this vocabulary is referenced to the sight vocabulary in basal readers of several major publishers.

For an assessment of specific sight words, refer to the assessment of 250 basic sight-vocabulary words in the *Inventory of Basic Skills.*

c. **On Assessing Reading Comprehension at the Beginning Reading Level:** As they begin to teach reading, many teachers want to assess skills needed for good reading comprehension. In addition to basic reading skills, prerequisite skills include general comprehension skills, background knowledge, concept formation, concentration, and vocabulary development. Many of these skills are assessed in the General Knowledge and Comprehension section of the *Inventory.*

The prerequisite skills listed above should be mastered by the child first. Then they can be integrated with greater success in reading comprehension at a higher level. Also, the child who has adequately mastered general knowledge and comprehension skills is better prepared for mastering the basic reading skills assessed in this section of the *Inventory.*

AUDITORY DISCRIMINATION

SKILL: Distinguishes like and unlike sounds.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: None.

DISCONTINUE: After failure on two consecutive letters.

TIME: Your discretion.

ACCURACY: The responses for both pairs of words for each letter must be correct for credit.

DEVELOPMENTAL AGES: The developmental ages are based on children entering kindergarten with a mean age of five years, three months and on the fact that distinguishing like or different sounds is often included in the kindergarten curriculum.

DIRECTIONS: Make this assessment by having the child listen closely as you pronounce two words. The child then responds by indicating if the words are the same or different.

Say: **I'm going to say two words. If they sound EXACTLY the same, I want you to say "yes." If they do not sound exactly the same, I want you to say "no." Listen carefully to these words: pet — let. Are they just the same?** *(Pause for the child's response. Repeat, if necessary.)*

If the child responds correctly with apparent understanding, begin the test.

If the child does *not* appear to understand, repeat the directions and use the word "ball" with "ball" as another example.

Pronounce separately each pair of words listed below. Pause after each pair for the child's response. You may wish to circle or note the letter sounds which are not easily discriminated by the child.

m — mat - mat; jam - jan
b — lab - lab; bat - pat
h — hat - tat; hit - hit
j — jot - got; jug - jug
g — got - hot; guy - guy
r — rot - cot; roam - roam
s — sat - bat; sick - sick
d — hid - hid; dib - dib
n — nest - best; not - not
f — fold - mold; felt - felt

c(/k/) — cot - rot; sick - sick
p — cork - pork; pit - pit
l — lost - cost; tail - tail
t — wet - web; tub - tub
y — yard - yard; yet - bet
w — wide - hide; wade - wade
z — zeal - seal; whiz - whiz
v — vent - vent; wave - wait
k — kite - bite; kit - kit
q — quote - boat; quiz - quiz

c(/s/) — cent - bent; cell - cell
a — tab - tub; bat - bat
e — set - sat; feet - feet
i — lip - lip; hit - hat
o — cot - cat; dot - dot
u — bun - bun; cut - cot

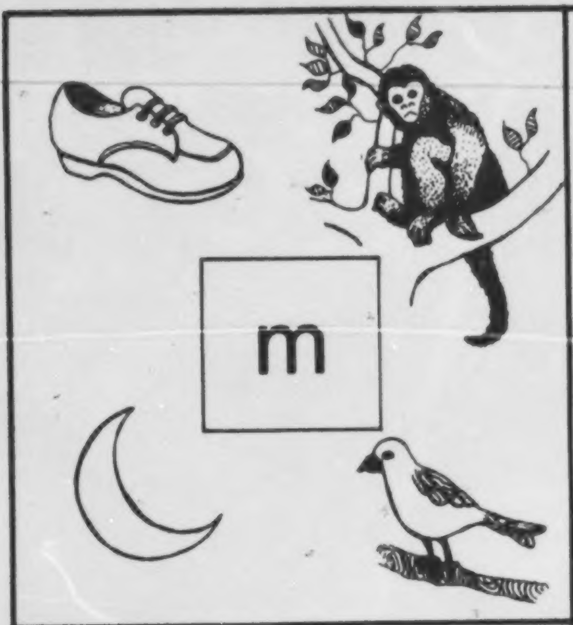
Continued

(I-1)
OBJECTIVE: By ____(date)____, when the examiner pronounces a pair of one syllable words which are alike or different, ____(child's name)____ will auditorily discriminate by indicating if the words sound alike or different for ____(quantity)____ of 25 letters (excluding "x" and including two sounds for "c").

NOTES:

a. **Prerequisite (Lower Level) Skills:** Before teaching the finer auditory skills assessed here, the child should be able to recognize common sounds such as a dog barking, the closing of a car door, etc.

b. **Correlation with the *Inventory of Basic Skills:*** An assessment of this same skill is found on page 43 of *Inventory of Basic Skills*. The stimulus words, however, are different. Thus, you may want to use the stimulus words from one *Inventory* as a pre-test and the stimulus words from the other *Inventory* as the post-test.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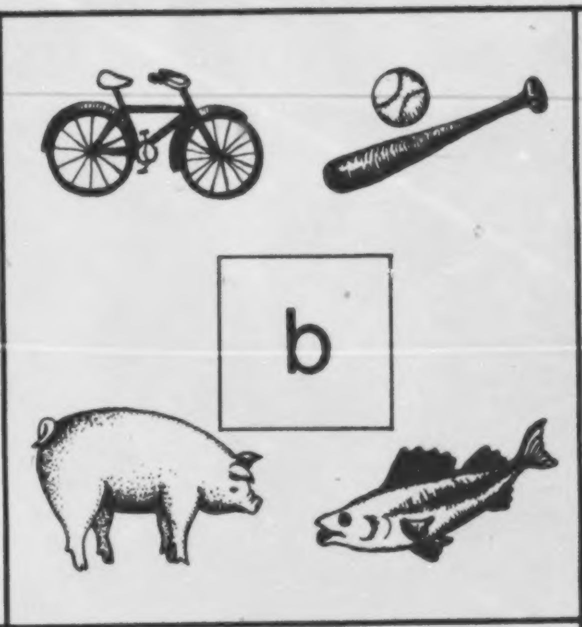
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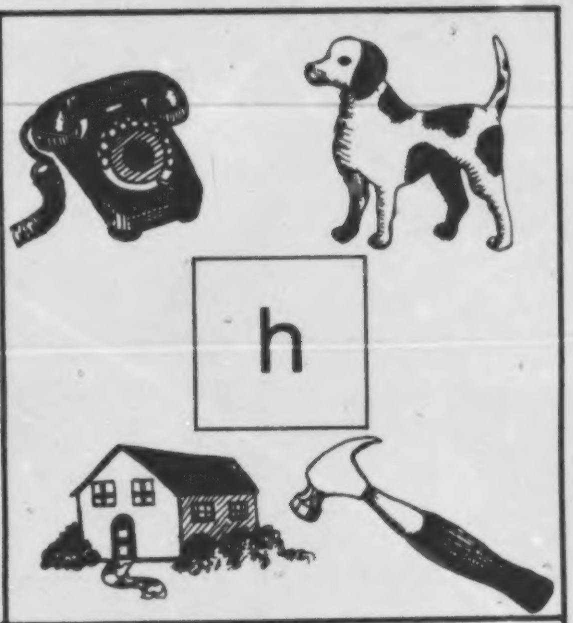
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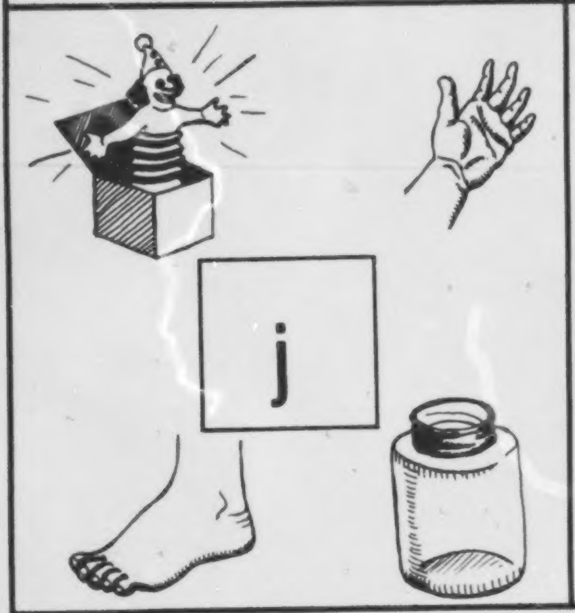
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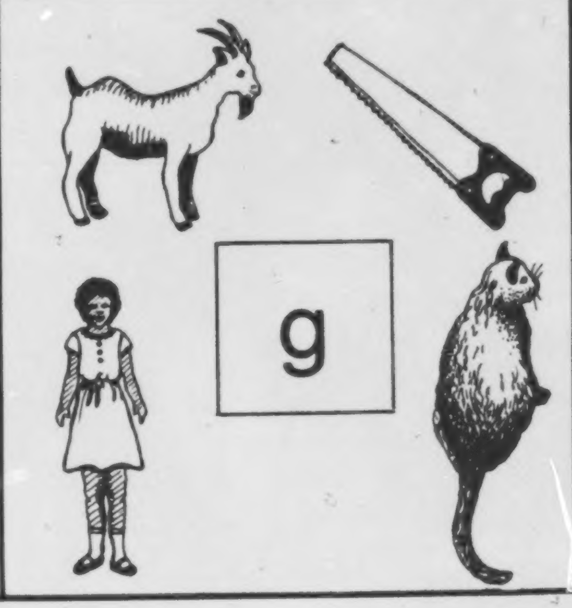
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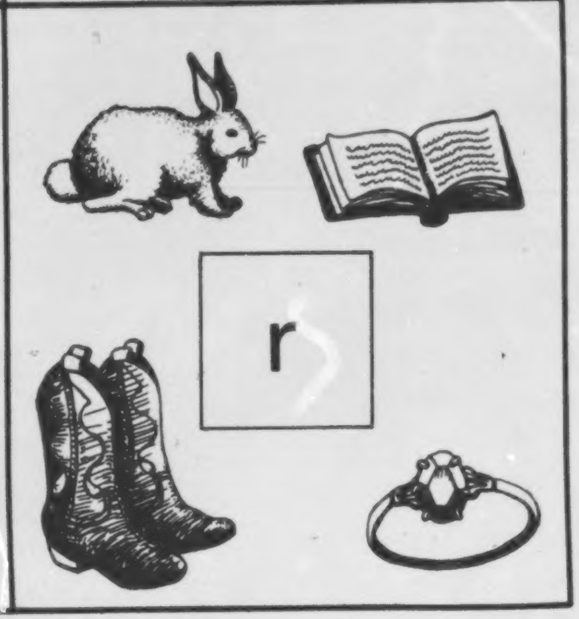
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MATCHES INITIAL CONSONANTS WITH PICTURES

SKILL: Matches initial consonant letters with pictures of objects which have the same initial sounds.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHODS: Child performance: individual, by pointing or written response; in group, by written response.

MATERIALS:

- copies of pages C-202 through C-205 for each child
- pencil or crayon for each child

DISCONTINUE: After failure on three consecutive initial consonants.

TIME: Your discretion.

ACCURACY: The child must identify two pictures with the given initial consonant in order to receive credit.

DEVELOPMENTAL AGES: The developmental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that matching initial consonants with pictures of objects is usually part of the first grade curriculum.

DIRECTIONS FOR INDIVIDUAL ASSESSMENT OF POINTING RESPONSE: Make this assessment by asking the child to look at the consonants and the four objects pictured in each frame on the child page. Then ask the child to indicate which two of the four pictures in the "box" begin with the same consonant.

Point to the *m* in the first box on page C-202.

Say: **Look at this letter** *(pausing to see if the child looks at the letter).* **Now look at the pictures in this box or square and find the two pictures that begin with the same sound as the letter.**

If the child points to only one picture,

Say: **I want you to find two. Find another picture that begins with the same sound as this letter.**

If the child does not appear to understand the directions and the type of response expected, give help with the first one, the letter *m*.

Say: **This letter says *m*. You see pictures of shoes, a monkey, a moon and a bird. Does *shoes* begin with the sound *m*? Does *monkey* begin with the sound of the letter *m*?**

Continue the assessment. Point to the letter in each box.

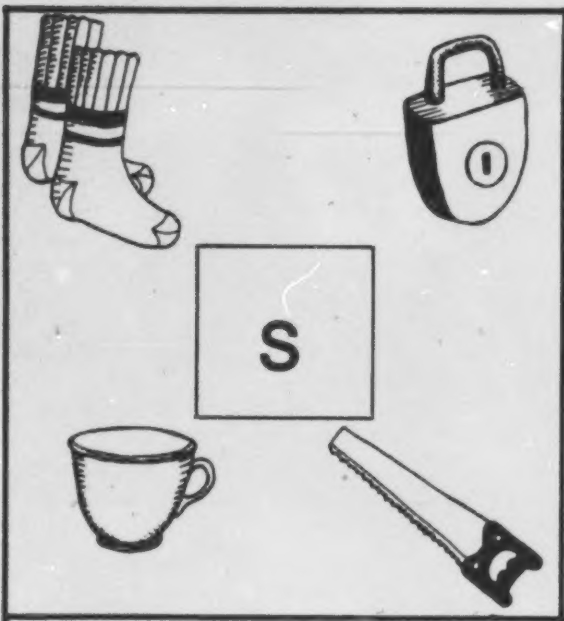
Say: **Find two pictures that begin with this letter.**

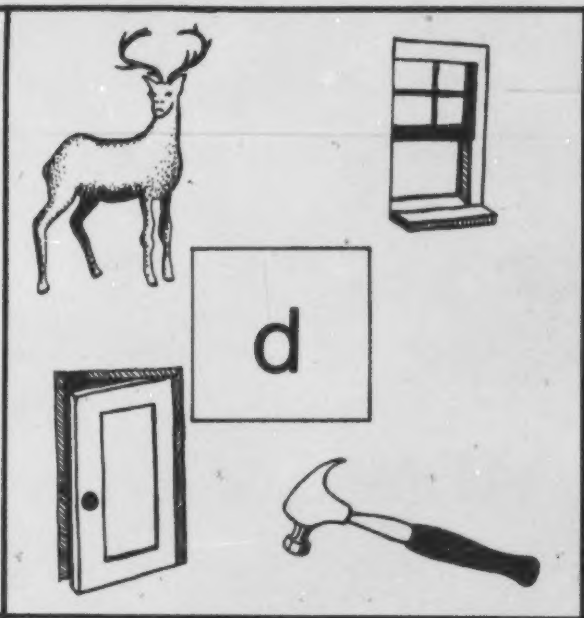
Screen part of the page if this helps the child.

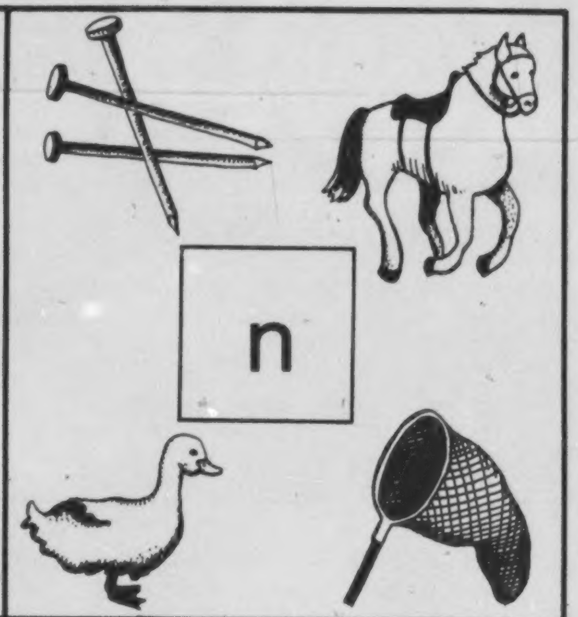
Assuming relative success, continue the assessment with the pictures on the next three child pages.

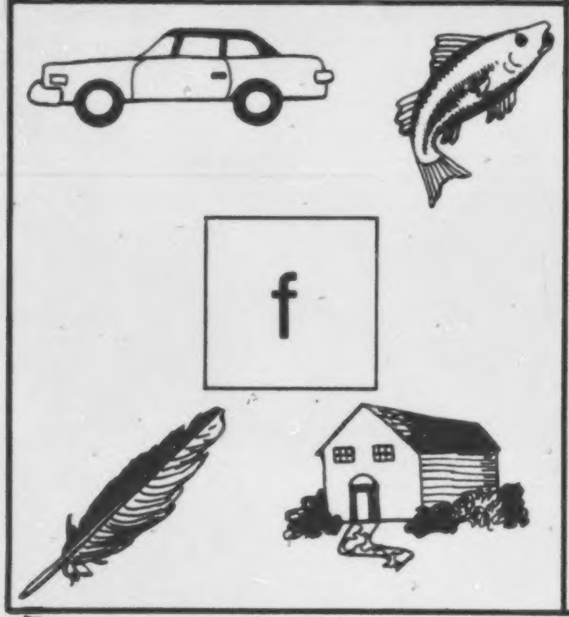
(Continued on page 203)

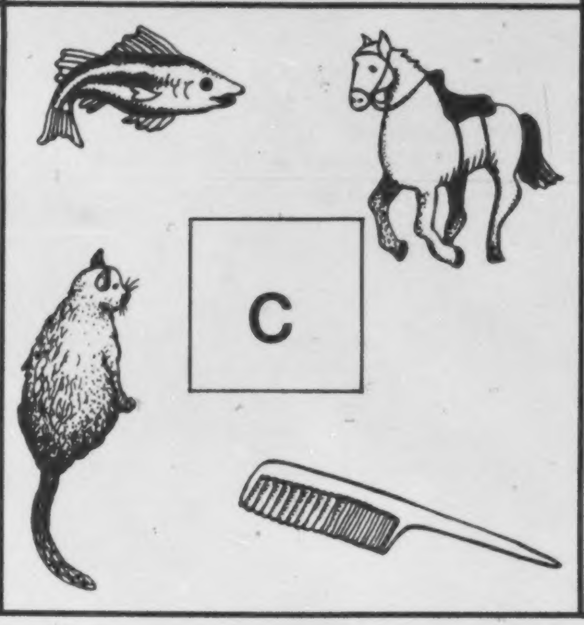
C-203

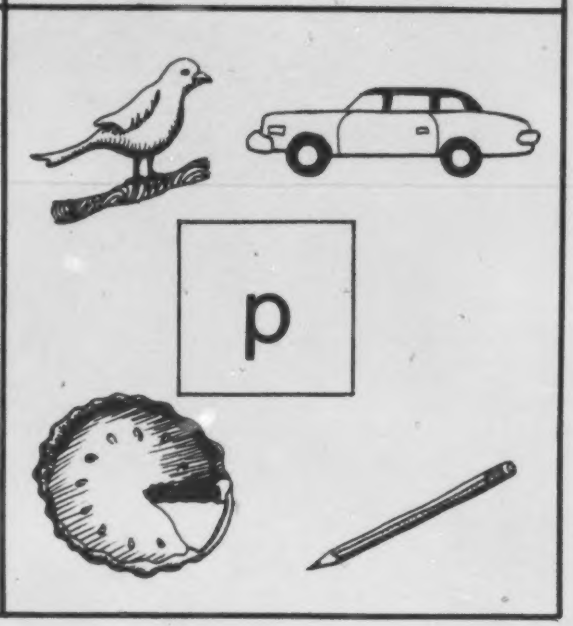












MATCHES INITIAL CONSONANTS WITH PICTURES *(continued)*

(Visual material for child is continued on C-204.)

Continued

DIRECTIONS FOR GROUP OR INDIVIDUAL ASSESSMENT BY WRITTEN RESPONSE: Make this assessment by presenting each child with a copy of the child pages (preferably one page at a time) and a crayon or a pencil. Ask the children to draw a circle around two of the four objects pictured in each box that begin with the consonant letter in the box.

Use a copy of page C-202 to demonstrate by doing the first exercise, the *m*.

Say: **Put your finger under the *m* in the first square** *(Pause to see that each child is paying attention).* **Now look at the pictures in the square and find one that has a name that begins with *m*. What picture begins with the sound** *m (pausing for the response)*?

When the correct response is given,

Say: **Monkey begins with *m*. Draw a circle around the monkey** *(demonstrate or pause for the child to draw a circle around the monkey).*

Say: **Now find another picture that begins with *m*** *(pausing for the response "moon").*

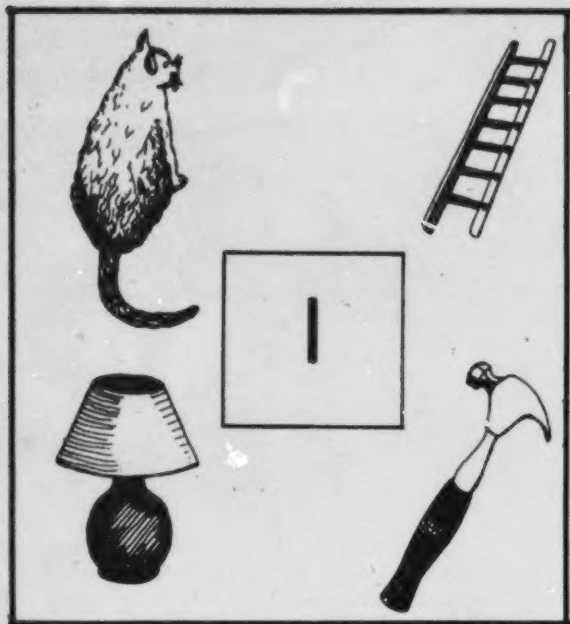
Say: **That is right. So we draw a circle around the moon** *(demonstrate or pause for the child to draw a circle around the moon).*

Say: **Now do the same in the other squares. Look at the letter in each square and then find two pictures in the square that begin with the same letter. Draw a circle around both of them.**

Allow a reasonable time for each response. Give additional child pages if the child is reasonably successful.

538

539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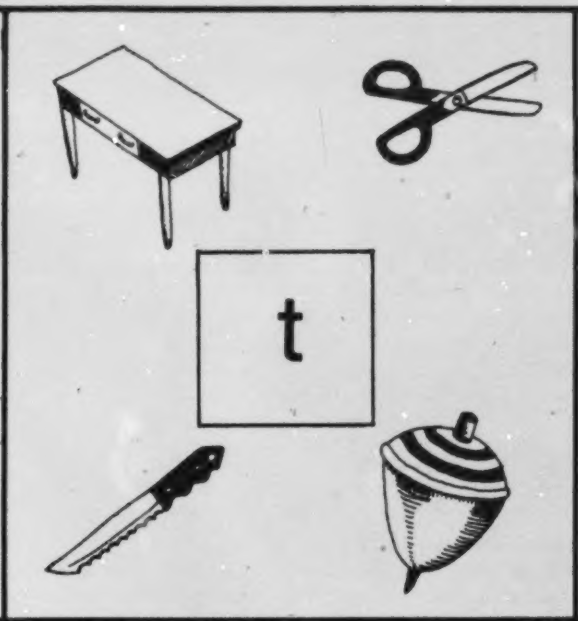
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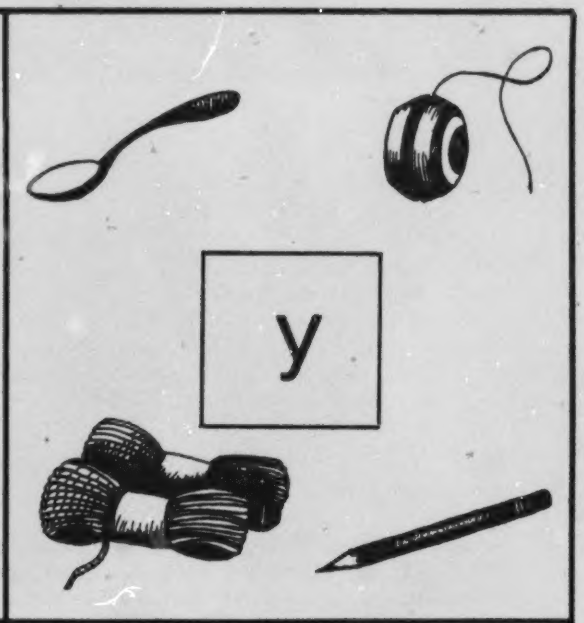
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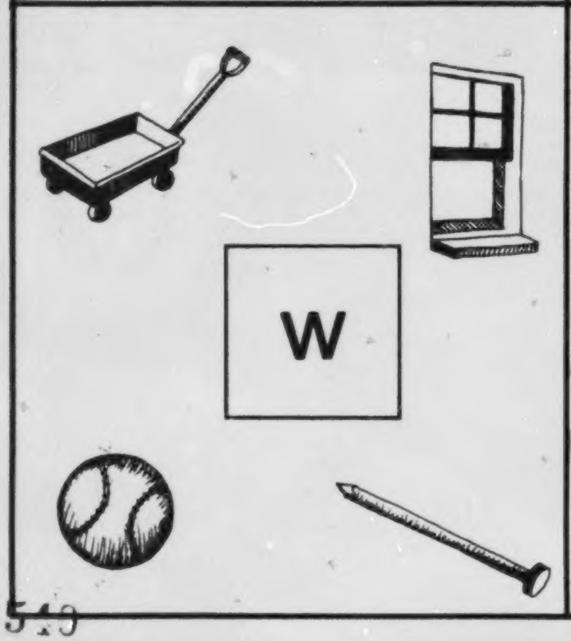
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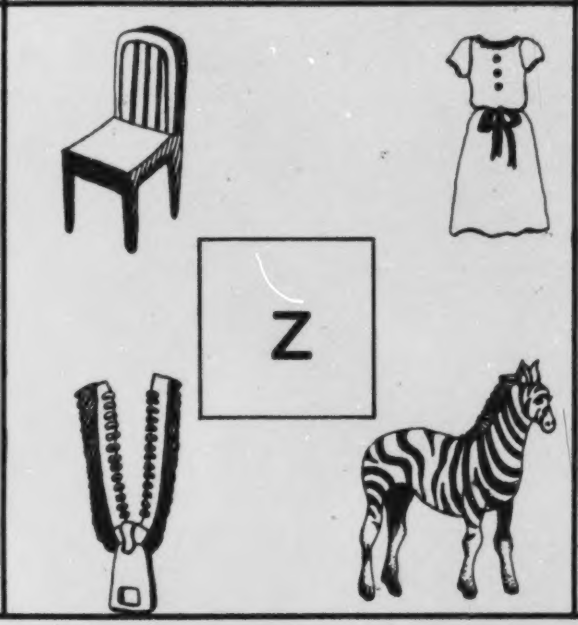
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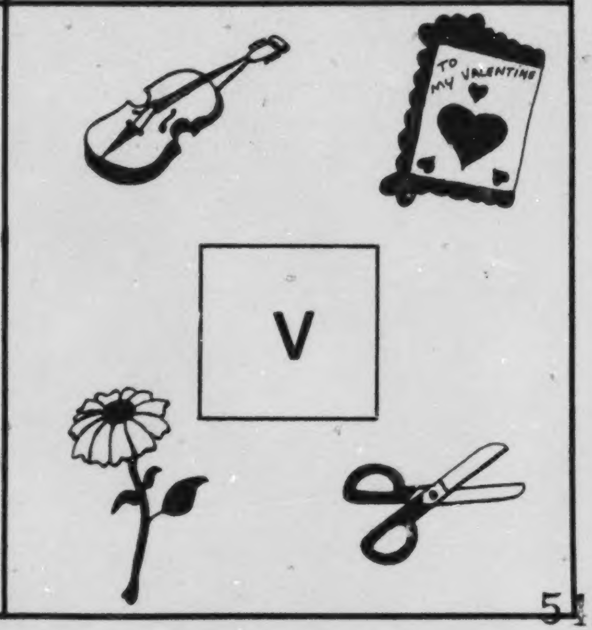
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TO MY VALENTINE

MATCHES INITIAL CONSONANTS WITH PICTURES *(continued)*

(Visual material for child is continued on page C-205.)

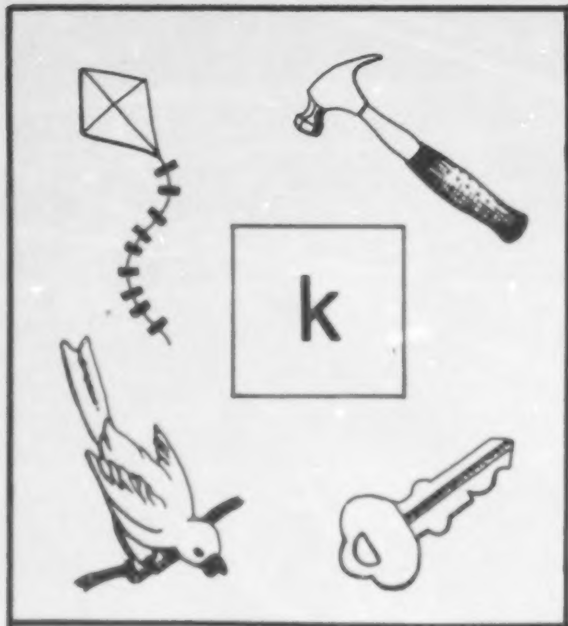
Continued

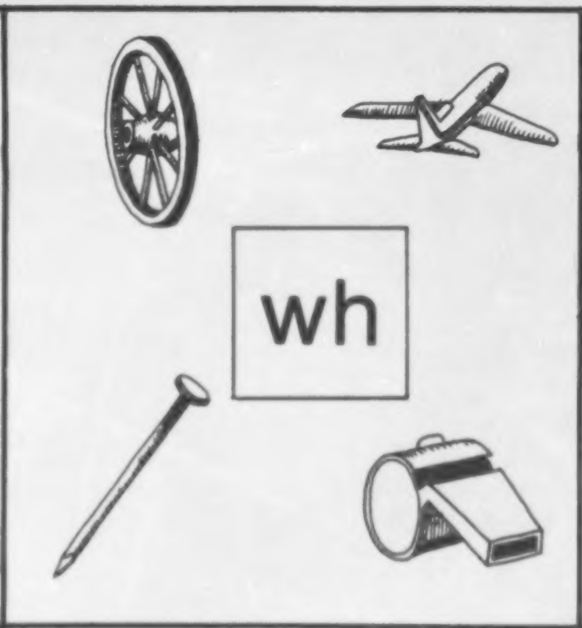
(I-2)
OBJECTIVE: By ______ (date) ______, when shown a consonant letter (or consonant blend) and four pictures, two of which begin with the initial consonant letter presented and two which do not, ______ (child's name) ______ will correctly indicate which two pictures have the same initial consonant sound as the consonant (or consonant blend) presented. This skill will be demonstrated for ______ (quantity) ______ of 24 initial consonant sounds commonly taught in beginning reading.

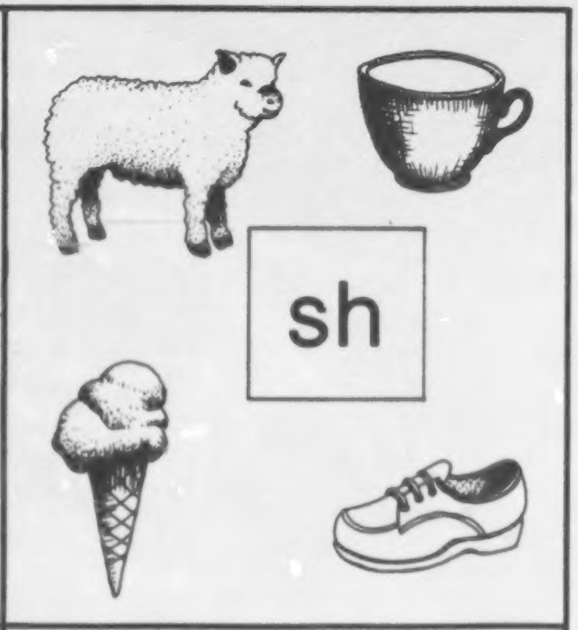
542

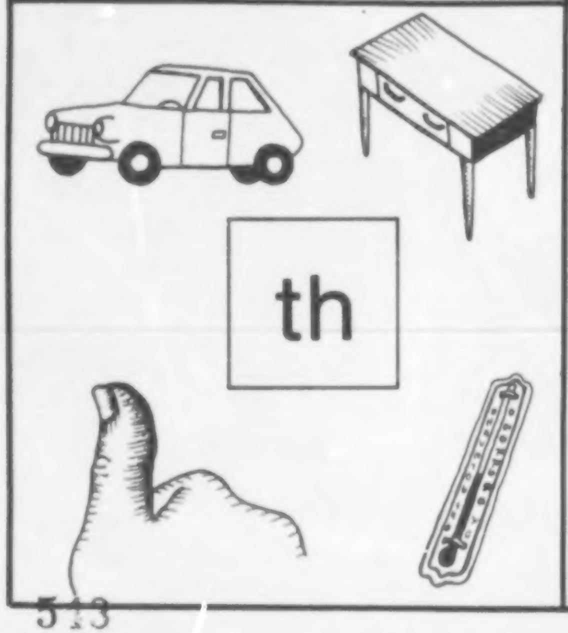
542-A

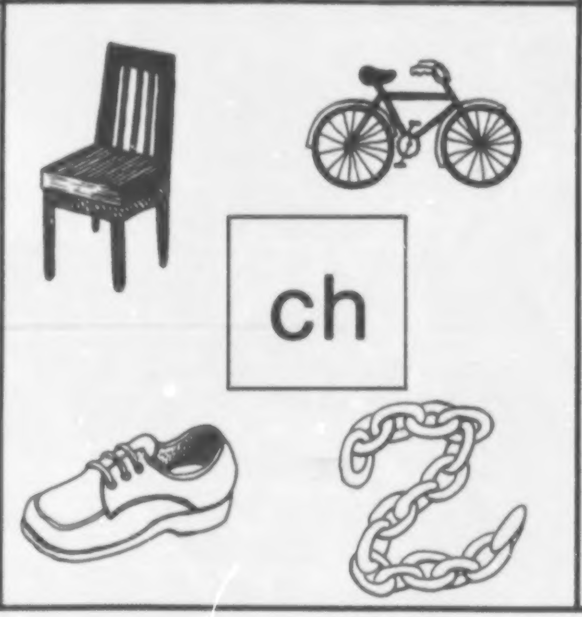
C-205

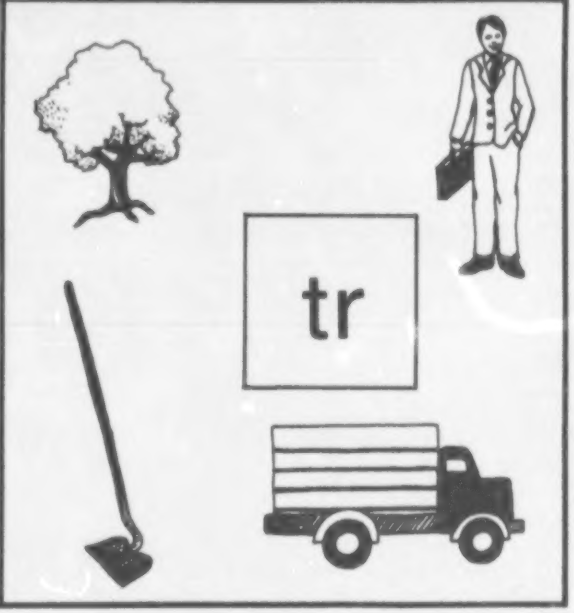












MATCHES INITIAL CONSONANTS WITH PICTURES *(continued)*

SKILL: Matches initial consonant letters with pictures of objects which have the same initial sounds.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHODS: Child performance: individual, by pointing or written response; in group, by written response.

MATERIALS:

- copies of pages C-202 through C-205 for each child
- pencil or crayon for each child

DISCONTINUE: After failure on three consecutive initial consonants.

TIME: Your discretion.

ACCURACY: The child must identify two pictures with the given initial consonant in order to receive credit.

DEVELOPMENTAL AGES: The developmental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that matching initial consonants with pictures of objects is usually part of the first grade curriculum.

DIRECTIONS FOR INDIVIDUAL ASSESSMENT OF POINTING RESPONSE: Make this assessment by asking the child to look at the consonants and the four objects pictured in each frame on the child page. Then ask the child to indicate which two of the four pictures in the "box" begin with the same consonant.

Point to the *m* in the first box on page C-202.

Say: **Look at this letter** *(pausing to see if the child looks at the letter).* **Now look at the pictures in this box or square and find the two pictures that begin with the same sound as the letter.**

If the child points to only one picture,

Say: **I want you to find two. Find another picture that begins with the same sounds as this letter.**

If the child does not appear to understand the directions and the type of response expected, give help with the first one, the letter *m*.

Say: **This letter says *m*. You see pictures of shoes, a monkey, a moon and a bird. Does *shoes* begin with the sound *m*? Does *monkey* begin with the sound of the letter *m*?**

Continue the assessment. Point to the letter in each box.

Say: **Find two pictures that begin with this letter.**

Screen part of the page if this helps the child.

Assuming relative success, continue the assessment with the pictures on the next three child pages.

mo → bo ho jo ga

ro sa de ne fe

co ce po lo ta

yo wo zo vo ko

quo

INITIAL CONSONANTS VISUALLY

SKILL: Gives correct sound when consonant is presented visually.

ASSESSMENT METHOD: Child performance.

DEVELOPMENTAL RECORD BOOK: Page 20.

MATERIALS: Page C-206.

DISCONTINUE: After failure on two consecutive consonants.

TIME: Your discretion.

ACCURACY: Give credit for each correct response. Score leniently.

DEVELOPMENTAL AGES: The developmental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that sounding out initial consonants presented visually is often part of first grade curriculum.

DIRECTIONS: Make this assessment by having the child look at each consonant-vowel combinantion on page C-206 and pronounce the sound for each consonant.

Credit depends only on correctly giving the consonant sound, as the sounding of initial consonants is the skill being assessed. Thus, if the consonant sound is correct but the vowel is not correct, give credit.

Point to the first consonant-vowel combination — *mo*.

Say: **I want you to tell me the sounds these two letters might make when they are at the beginning of a word.**

If the child does not respond, explain the first combination.

Say: **These letters** *(pointing to the* ***mo****)* **may have the sound of** ***mo*****, as in** ***motor*****.**

Continue with the other items going across the page. Give encouragement and praise if needed.

NOTES:

a. Correlation with the *Inventory of Basic Skills:*

This is the same assessment as in the *Inventory of Basic Skills*, page 49.

The skill of "Substituting initial consonants" which is considered the next higher skill level is assessed on pages 51 through 54 of the *Inventory of Basic Skills.*

b. The vowels are used primarily to determine if the child can recognize the two sounds for "c" and the hard sound of "g."

(I-3)

OBJECTIVE: By ___(date)___, when presented with a list of 20 consonant-vowel combinations listed in an order commonly taught, and when requested to do so, ___(child's name)___ will give the correct sound of the consonant in the initial position for ___(quantity)___ of the 20 consonants (excluding "x" and including two sounds for "c").

MATCHES INITIAL CONSONANTS AUDITORILY

SKILL: Gives initial letters of spoken words orally.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: None.

DISCONTINUE: After failure on two consecutive letters.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

DEVELOPMENTAL AGES: The developmental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that identifying initial consonants of spoken words is often part of the first grade curriculum.

DIRECTIONS: Make this assessment by having the child listen closely as one stimulus word is presented orally. Then ask the child to give you the initial letter in the stimulus word.

Say: **I'm going to say some words. I want you to listen carefully and tell me the first letter you hear in each word.**

For example,
Say: **dog** *(pause for the child's response).*

Give other sample words if needed. When it appears the child understands, select one word listed after each letter below. Pause for the response after each word. If the child's response is questionable, use a second word with the same first letter.

$^{6\text{-}3}$*m* - mat, men, mill
b - bat, bun, bat
h - hat, hot, hood
j - jam, jar, jeep
g - give, get, gate
r - rate, round, ring
s - sand, [illegible], sound
d - did, dig, do
n - note, net, neat
f - fast, fat, fade
c(/k/) - candy, can, cot

p - pull, pet, peal
l - lamb, lot, lost
t - tan, tail, toy
y - yet, yard, year
w - wet, wait, watt
z - zoo, zebra, zap
v - vent, vat, vain
k - kite, kit, key
q - quart, quit, quick
**c(/s/)* - city, cent, cell$^{7\text{-}0}$

*If the child responds "s,"

Say: **Yes, it sounds like s. Can you tell me what other letter sounds like s sometimes?**

550

551

MATCHES INITIAL CONSONANTS AUDITORILY *(continued)*

Continued

(I-4B)
OBJECTIVE: By ___(date)___, when the examiner pronounces words beginning with consonants, ___(child's name)___ will demonstrate his/her ability to recognize initial consonant sounds in spoken words by naming the correct initial consonant letter for ___(quantity)___ for a total of 21 different consonant letters.

NOTE: If the child watches your lips closely for visual clues as the words are pronounced, you should avert your lips. The child's need to see your lips in order to perform better may indicate a hearing problem or a preference for a visual rather than an auditory learning style.

C-209

a	e	i	o	u
tad	def	tib	bot	lud
daf	led	nid	fob	dud
man	mel	sil	nop	mut

VOWELS

SKILL: Names vowels.
$^{6-6}$a e i o u$^{7-0}$
Note: While y is used as a vowel as in **fly**, it is unlikely to be identified often by children assessed

ASSESSMENT METHOD: Child performance.

DEVELOPMENTAL RECORD BOOK: Page 20.

MATERIALS: None.

DIRECTIONS:

Say: **Some letters are called consonants and some are called vowels. Can you tell me which letters are vowels?**

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

DEVELOPMENTAL AGES: The developmental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that teaching the vowels is often included in the advanced part of the first grade curriculum.

(I-5)
OBJECTIVE: By ____(date)____, when requested to do so by the examiner, ____(child's name)____ will correctly name the five vowels.

SHORT VOWEL SOUNDS

SKILL: Articulates short vowel sounds in words
$^{6-6}$a e i o u
and can explain single vowel rule$^{7-0}$

ASSESSMENT METHOD: Child performance.

DEVELOPMENTAL RECORD BOOK: Page 20.

DIRECTIONS: Make this assessment by having the child pronounce the one-syllable short-vowel words on page C-209. Point to page C-209.

Say: **I want you to read these words. Most of them are not real words. Start here** *(pointing to the first word, "tad").*

Listen closely to the way the vowel in each word is sounded. Give help in sounding out the consonants if necessary. Give credit if the vowel is pronounced with a short sound even if the consonant sounds are not correct.

If the child is successful in giving the short sound of the vowels,

Ask: **Can you tell me how you knew to pronounce these words with a short vowel?**

Accept and give credit to any response or explanation indicating a closed syllable, or that when there is only one vowel in the middle of a word it is usually short.

MATERIALS: Page C-209.

DISCONTINUE: After failure on two consecutive vowels (not words).

TIME: Your discretion.

ACCURACY: 100 percent for each vowel.

(I-6)
OBJECTIVE: By ____(date)____, when presented with three letter words having the pattern, consonant-vowel-consonant, ____(child's name)____ will correctly pronounce the vowel with its short sound. This task will be performed for ____(quantity)____ of the five vowels. When requested to do so, the child will indicate why the vowels are pronounced with their short sound.

C-210

a	e	i	o	u
dade	pete	bite	rope	bute
bave	lebe	pile	hope	lute
bage	debe	dipe	mode	nube

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bait	peal	pie	boat	bue
laip	sead	fie	doal	due
fail	heal	lie	poat	mue

LONG VOWEL SOUNDS

SKILL: Articulates long vowel sounds in words.
$^{6\text{-}6}$a e i o u$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-210.

DISCONTINUE: After failure for two consecutive vowels (not words).

TIME: Your discretion.

ACCURACY: Pronounces vowel sound for all three words correctly.

DEVELOPMENTAL AGES: The developmental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that pronouncing the long vowels is part of the curriculum in first grade. This skill is covered in most basal reading texts.

(I-7A)
OBJECTIVE FOR FINAL *E* RULE: By ______(date)______, when presented with lists of three four-letter-words with the pattern, consonant-vowel-consonant-final *e* for each of the five vowels, ______(child's name)______ will correctly pronounce the first vowel with its long sound and render the final *e* silent. When requested to do so by the examiner, he/she will indicate why the first vowel in each word is pronounced with its long sound.

(I-7B)
OBJECTIVE FOR DOUBLE VOWELS: By ______(date)______, when presented with lists of three four-letter-words with the pattern, consonant-two vowels-consonant for each of the five vowels, ______(child's name)______ will correctly pronounce the first vowel with its long sound. When requested to do so by the examiner, he/she will indicate why the first vowel in each word is pronounced with its long sound.

DIRECTIONS: Make this assessment by having the child pronounce the one-syllable, long-vowel sound on page C-210. Point to page C-210.

Say: **I want you to read these words. Most of them are not real words. Start here** *(pointing to the first word "dade").*

Listen closely to the pronounciation of the vowel sound in each word. Give help in sounding out the consonants if needed. Give credit if the vowel is pronounced with a long sound even if the consonant sounds are incorrect.

After the lists of words across the top of the page (the consonant-vowel-consonant-silent *e* words) have been pronounced,

Ask: **Can you tell me how you knew to pronounce those words with a long vowel?**

Accept and give credit to any response or explanation citing the *e* at the end.

Double vowels: If the child is demonstrating adequate success, continue with the words across the bottom of page C-209 (the consonant-double vowel-consonant words).

After these words have been pronounced,

Ask: **Can you tell me how you knew to pronounce these words with a long vowel?**

Accept and give credit to any response or explanation indicating the double vowel rule; for example, "When two vowels are together the first one does the talking."

C-211

red

blue

green

yellow

orange

purple

brown

black

pink

gray

white

COLOR WORDS

SKILL: Reads color words.
$^{6\text{-}3}$red blue green yellow orange purple
brown black pink gray white $^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-211.

DIRECTIONS: Point to the color words on page C-211.

Say: **These are color words. I want you to look at each word carefully and read the words. Begin here** *(pointing to the word "red").*

If the child responds correctly, continue across the page pointing to each word separately. Pause for the child's response to each word. After the first error (or word which the child cannot read),

Ask: **Can you find any other color words on this page that you can read?**

Allow time for the child to look at the other words. Give encouragement if needed.

DISCONTINUE: After failure to pronounce two consecutive words.

TIME: Your discretion.

ACCURACY: Give credit for each color word pronounced correctly.

DEVELOPMENTAL AGES: The develomental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that the skill of recognizing the 11 color words is usually part of the first grade curriculum.

(I-8)
OBJECTIVE: By ________ (date), when presented with a list of 11 color words, ________ (name) will correctly read ________ (quantity) of them.

C-212

one

four

two

three

six

ten

five

nine

seven

eight

READS NUMBER WORDS

SKILL: Reads number words.
$^{6\text{-}3}$one two three four five six seven eight nine ten$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-212.

DISCONTINUE: After determining which of the above number words the child can read.

TIME: Your discretion.

ACCURACY: Give credit for each number word pronounced correctly.

DEVELOPMENTAL AGES: The developmental ages listed are based on children entering the first grade with a mean age of six years, three months, and on the fact that recognizing number words to ten is usually part of the first grade curriculum.

DIRECTIONS: Point to the number words on page C-220.

Say: **These are number words. I want you to look at each word carefully and read the word. Begin here** *(point to the word "one").*

When the child correctly responds, continue across the page, pointing to each word separately. Pause for the child's response to each word. After the first error (or word which the child cannot read),

Ask: **Can you find any other number words on this page which you can read?**

Allow time for the child to look at the other words. Give encouragement if needed.

NOTE: Correlations with the *Inventory of Basic Skills:* This assessment procedure is the same as Test B-5, page 110 of the *Inventory of Basic Skills.*

(I-9)
OBJECTIVE: By ___(date)___, when presented with a list of the number words from one to ten, ___(child's name)___ will correctly read ___(quantity)___ of them.

C-213

GO	**STOP**	IN	OUT
boys	**girls**	**EXIT**	**Enter**
Men	Women	LADIES	poison
WALK	**WAIT**	*caution*	**Danger**

READS COMMON SIGNS

SKILL: Reads common signs: $^{5-3}$GO STOP IN OUT BOYS GIRLS EXIT ENTER $^{6-3}$MEN WOMEN LADIES POISON WALK WAIT CAUTION DANGER$^{7-0}$

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Page C-213.

DISCONTINUE: After three consecutive failures.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

DEVELOPMENTAL AGES: The developmental ages are based on children entering kindergarten with a mean age of five years, three months, and on their often learning half of the sign words in kindergarten and the other half in first grade.

DIRECTIONS: Point to the "Common Signs" on page C-213.

Say: **These are words we often see on signs. Look at each word carefully and say it aloud. Begin here** *(point to the word "GO").*

When the child responds, point to the following words going across the page one at a time.

After the first error (or word which the child cannot read),

Ask: **Can you find any other signs on this page you can read?**

Allow time for the child to look at the other words. Give encouragement if necessary.

NOTES:

a. **Alternate Method of Assessment:** Reproduce and cut up a copy of the child page so the words can be presented individually.

b. **Assessing for Comprehension:** You may wish to only assess the child's comprehension and give credit in the *Developmental Record Book* when the child provides a good explanation. Ask questions such as these:
- What does this sign mean?
- Where do we see it?
- What do we do when we see this sign?

c. **Correlation with the *Inventory of Basic Skills*:** A more comprehensive list of words and phrases frequently seen on common signs can be found in Test A-6 of the *Inventory of Basic Skills*.

d. **Additional Relevant Words:** Identify any common signs which are or should be of importance to the child, and add them to the list on the child page. Some of these may include:

POLICE
WARNING
KEEP OUT
GENTLEMEN
TELEPHONE
RESTROOMS
FIRST AID
FIRE ALARM
DON'T WALK
NO SWIMMING
WET PAINT
NO ADMITTANCE
EMERGENCY EXIT
FIRE ESCAPE
DO NOT TOUCH
DO NOT ENTER
HIGH VOLTAGE
BEWARE OF DOG
WATCH YOUR STEP
NO TRESPASSING
FIRST AID STATION

(I-10)
OBJECTIVE: By ____(date)____, when presented with a list of 16 words frequently seen on signs, ____(child's name)____ will correctly identify ____(quantity)____ of them.

Little Cat said,
"I want to play.
I want to jump.
I can jump up and down.
I want Big Cat to play with me."
Big Cat did not want to play.

READING, PRE-PRIMER LEVEL

SKILL: Reads aloud from a text-referenced pre-primer reading passage.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-214.

DISCONTINUE: Discontinue testing after two words have been missed. Then, do *not* continue at the primer level.

TIME: Your discretion.

ACCURACY: Give credit for reading comfortably at pre-primer level if the child reads the passage without missing more than one word.

INTERPRETATION OF RESULTS AND TEXT PLACEMENT:

The "comfortable oral reading level" is defined as "not having difficulty with more than one word in 33 (97 percent accuracy)." Give the child credit for reading comfortably at the pre-primer level if the passage is read without difficulty on more than one word. If the child reads the passage without difficulty on more than one word, continue the assessment at the primer level (page 215).

The reading difficulty of the vocabulary sometimes varies among basal readers of major publishers. Thus, it is not always possible to determine the most appropriate placement in a specific reading series on the basis of results such as those obtained from this assessment. If the reading series considered for use is of average reading difficulty and vocabulary, the table below offers guidance as to the appropriate placement.

Number of Words Missed in Passage	Suggested Text Placement
1	Primer
2 or 3	Advanced pre-primer
more than 3	Early pre-primer

DIRECTIONS: Make this assessment by having the child read the text-referenced reading passage on page C-214. Determine if the child can read the passage without difficulty on more than one word.

Point to the passage on page C-214.

Say: **I want you to read this story.**

If the child does not know a word, wait for 5 seconds and tell the child the word.

If the child makes a mistake inadvertently (omission, substitution, addition, etc.), ask the child to reread the sentence.

Say: **Read this sentence again** *(pointing to the sentence).*

Do *not* count corrections made by the child as errors. If the child needs help with a word previously given, count both as errors.

REFERENCES: The vocabulary in the reading passage on the C-page is referenced to the pre-primer level of the basal reading series of the current editions of the publishers listed below:

- American Book
- D.C. Heath
- Economy
- Ginn
- Harcourt Brace Jovanovich
- Harper & Row
- Holt Rinehart
- Lippincott
- Lyons & Carnahan
- Macmillan
- Scott, Foresman

All words in the reading passage except the word "cat" are introduced in the pre-primer level of at least nine of the eleven basal reading series.

(I-11A)
OBJECTIVE: By ______(date)______, when given a text-referenced pre-primer reading passage, ______(child's name)______ will read the passage orally without experiencing difficulty in pronouncing more than one word in 33 (with 97 percent accuracy).

Black Bear said, "I will
go out and get something
to eat.
I want something good to eat.
If I can not find something
to eat I will not be happy."
He found something good to eat
by the door of his home.
Black Bear said, "After I eat,
I want to go back to bed.
I just want to sleep.
I just want to sleep all day."

READING, PRIMER LEVEL

SKILL: Reads aloud from a text-referenced primer reading passage.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-215.

DISCONTINUE: Discontinue testing after three words have been missed. Do not continue at the first grade level if three or more words have been missed in this passage.

TIME: Your discretion.

ACCURACY: Give credit for reading comfortably at primer level if the child does not have significant difficulty with more than two words.

INTERPRETATION OF RESULTS AND TEXT PLACEMENT:

The "comfortable oral reading level" is defined as "not having difficulty with more than two words in 67 (97 percent accuracy)." Give the child credit for reading comfortably at the primer level if the passage is read without difficulty on more than two words. If the child reads the passage without having difficulty on more than two words, continue the assessment at the first grade level (page C-216).

Difficulty of vocabulary varies among basal readers of different publishers. Thus, it is not always possible to determine the most appropriate placement in a specific reading series on the basis of results such as those obtained from this assessment. If the reading series considered for use is of average vocabulary and reading difficulty, the table below offers guidance as to the appropriate placement.

Number of Words Missed in Passage	Suggested Text Placement
1 or 2	Level first grade
3 or 4	Primer
5 or more	Pre-primer

DIRECTIONS: Make this assessment by having the child read the text-referenced reading passage on page C-215. Determine if the child can read the passage without experiencing significant difficulty on more than two words.

Point to the passage on page C-215.

Say: **I want you to read this story.**

If the child does not know a word, wait for 5 seconds and tell the child the word.

If the child makes a mistake (omission, substitution, addition, etc.), ask the child to reread the sentence.

Say: **Read this sentence again** *(pointing to the sentence).*

Do not count as errors any mistakes which are corrected by the child. If the child needs help with a word previously given, count both as errors.

REFERENCE: The vocabulary in the reading passage on this C-page is referenced to the primer level of the basal reading series of the current editions of the publishers listed below:

American Book
D.C. Heath
Economy
Ginn
Harcourt Brace Jovanovich
Harper & Row
Holt Rinehart
Lippincott
Lyons & Carnahan
Macmillan
Scott, Foresman

All words in the reading passage except the word "sleep" are introduced by the end of the primer level in at least eight of the eleven basal reading series.

(I-11B)
OBJECTIVE: By ____(date)____, when given a text-referenced primer reading passage of 67 words, ____(child's name)____ will read the passage orally without experiencing difficulty in pronouncing more than two words (with 97 percent accuracy).

C-216

One morning a farmer was going to town. She was in her new car. The sun was so hot it made her sleepy and tired.

As she was going down a hill she was just about to go to sleep. Then she felt a bump. She looked around to see what had happened. She saw a big rock in the road. Then she knew what had happened.

READING, FIRST GRADE LEVEL

SKILL: Reads aloud from a text-referenced first grade reading passage.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-216.

DISCONTINUE: Discontinue testing after three words have been missed. Do not continue at the second grade level if three or more words have been missed in this passage.

TIME: Your discretion.

ACCURACY: Give credit for reading comfortably at first grade level if the child does not have significant difficulty with more than two words.

INTERPRETATION OF RESULTS AND TEXT PLACEMENT:

The "comfortable oral reading level" is defined as "not having difficulty with more than two words in 67 (97 percent accuracy)." Give the child credit for reading comfortably at the first grade level if the passage is read without difficulty on more than two words. If the child reads the passage without difficulty on more than two words, continue the assessment at the second grade level (page C-217).

Difficulty of the vocabulary varies among basal readers of different publishers. Thus, it is not always possible to determine the most appropriate placement in a specific reading series on the basis of results such as those obtained from this assessment. If the reading series considered for use is of average vocabulary and reading difficulty, the table below offers guidance as to the appropriate placement.

Number of Words Missed in Passage	Suggested Text Placement
1 or 2	Lower second grade
3 or 4	Upper first grade
5 or more	Lower first grade or below

DIRECTIONS: Make this assessment by having the child read the text-referenced reading passage on page C-216. Determine if he/she can read the passage without experiencing significant difficulty on more than two words.

Point to the passage on page C-216.

Say: **I want you to read this story.**

If the child does not know a word, wait for 5 seconds and tell the child the word.

If the child makes a mistake (omission, substitution, addition, etc.), ask the child to reread the sentence.

Say: **Read this sentence again** *(point to the sentence).*

Do not count as errors any mistakes which are corrected by the child. If the child needs help with a word previously given, count both as errors.

REFERENCE: The vocabulary in the reading passage on the C-page is referenced to the first grade level of the basal reading series of the current editions of the publishers listed below:

- American Book
- D.C. Heath
- Economy
- Ginn and Co.
- Harcourt Brace Jovanovich
- Harper & Row
- Holt Rinehart
- Lippincott
- Lyons & Carnahan
- Macmillan
- Scott, Foresman

All words in the reading passage are introduced by the end of the first grade in at least nine of the eleven basal reading series.

(I-11C)
OBJECTIVE: By ____(date)____, when given a text-referenced first grade reading passage of 67 words, ____(child's name)____ will read the passage orally without difficulty in pronouncing more than two words (with 97 percent accuracy).

All of the birds were hungry early in the morning. They were looking for different things to eat. Most of them were in the forest near the river.

They hoped the sun would shine today. They knew that if the sun did shine the dead grass in the large field would no longer be covered with snow. Then they would be able to find enough to eat.

READING SECOND GRADE LEVEL

SKILL: Reads aloud from a text-referenced, second-grade reading passage.

DEVELOPMENTAL RECORD BOOK: Page 20.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-217.

DISCONTINUE: Discontinue testing after three words have been missed.

TIME: Your discretion.

ACCURACY: Give credit for reading comfortably at first grade level if the child does not have significant difficulty with more than two words.

INTERPRETATION OF RESULTS AND TEXT PLACEMENT:

Since the "comfortable oral reading level" is defined as "not having difficulty with more than two words in 67 (97 percent accuracy)," give the child credit for reading comfortably at the second grade level if the passage is read without difficulty on more than two words.

Difficulty of the vocabulary varies among basal readers of different publishers. Thus, it is not always possible to determine the most appropriate placement in a specific reading series on the basis of results from such a test as this one, which is referenced to several texts. If the reading series considered for use is of "average" vocabulary and reading difficulty, the table below offers guidance as to the appropriate placement.

Number of Words Missed in Passage	Suggested Text Placement
1 or 2	Lower level third grade
3 or 4	Upper level second grade
5 or more	Lower second grade level or below

DIRECTIONS: Make this assessment by having the child read the passage on page C-217. Determine whether he/she can read the passage without significant difficulty on more than two words.

Point to the passage on page C-217.

Say: **I want you to read this story.**

If the child does not know a word, wait for 5 seconds and tell the child the word.

If the child makes a mistake, ask the child to reread the sentence.

Say: **Read this sentence again** *(pointing to the sentence).*

Do not count as errors any mistakes which are corrected by the child. If the child needs help with a word previously given, count both as errors.

(I-11D)

OBJECTIVES: By ___(date)___, when given a text-referenced, second grade reading passage of 67 words, ___(child's name)___ will read the passage orally without difficulty on more than two words (with 97 percent accuracy).

REFERENCES: The vocabulary in the reading passage on the child page is referenced to the second grade level of the basal reading series of the current editions of the publishers listed below:

D.C. Heath
Economy
Ginn
Harcourt, Brace, Jovanovich
Harper & Row
Holt Rinehart
Houghton Mifflin
Lippincott
Lyons & Carnahan
Macmillan
Scott, Foresman
SRA

All words in the reading passage are introduced by the end of the second grade level in at least ten of the twelve basal reading series.

J. MANUSCRIPT

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Page
J-1: Prints Personal Data 220-1
J-2: Prints Upper Case Letters Sequentially 222-3
J-3: Prints Lower Case Letters Sequentially 222-3
J-4: Prints Upper Case Letters Dictated 224
J-5: Prints Lower Case Letters Dictated 224
J-6: Prints Simple Sentences 225-6
J-7: Quality of Printing 227-8

INTRODUCTION

The procedures in this section are for assessing hand printing skills which are usually taught in kindergarten and first grade.

All assessment procedures can be administered individually or in groups. Most skills can be assessed informally by observing the child's performance in the instructional program. Thus, one may need to use only the *Developmental Record Book* for tracking purposes.

Cursive writing is not included in this *Inventory.* It is, however, assessed on page 87 of the *Inventory of Basic Skills,* as this skill is usually not taught until the second or third grade.

NOTES:

a. Observe Reversals: Observe any letter reversals and record the letters reversed in the *Developmental Record Book.*

b. Prerequisites and Lower Level Skills for Writing Letters Sequentially: The child usually should achieve mastery of the skills listed below before mastering letters sequentially.

Skill	Page
C-4: Pre-Handwriting	70-3
C-6: Designs	75-7
C-8: Painting	82-3
H-2: Visual Discrimination	187-9
H-3: Recites Alphabet	190-1
H-4: Upper Case Letters	192-3
H-5: Lower Case Letters	194-5

c. **Correct Formation of Letters:** When uncertain about the correct formation of letters or numerals, use page 228 as a helpful reference.

(Continued on page 220)

PRINTS PERSONAL DATA

SKILL: Prints personal data on request.
$^{5-3}$first name last name age phone number middle name address$^{7-0}$

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS:

- Pencil and paper of the type commonly used in the child's school program
- A copy of page C-220

DISCONTINUE: After failure on two consecutive items.

TIME: Allow as much time for each item as the child can use profitably.

DIRECTIONS: Give the student a pencil and paper of the type commonly used in his/her school program.

Say: **I want you to print some things about yourself. First, I want you to print your first name. Be sure to use capital letters when you think you should, and small letters when you think you should.**

Pause, giving the child adequate time to print his/her first name. Encourage the child to print rather than write in cursive. If the child writes only in cursive, note this in the *Developmental Record Book*.

Continue the assessment by requesting the child to print each of the items. Pause after each request to allow adequate time for responding.

Say: **Print your last name.**
...middle name.
...address.
...age.
...phone number.

ACCURACY: Give credit for each correct response which meets the criteria listed below.

- First Name: Nickname is not accepted. If the child prints his/her nickname,
  Say: **That is your nickname. I want you to print your real name.**
- Last Name: The last name should be written out completely.
- Middle Name: Do not give credit for initial alone. If the child prints only the initial,
  Say: **That is your initial. I want you to print your middle name.**
- Address: Only the street and number of the residence is required—not town, state or zip code. Some children may also have apartment or floor numbers.
- Age: Years only—months not required.
- Phone Number: Area code is not required. If the child does not have a phone, make a note in the *Developmental Record Book.*

(J-1)
OBJECTIVES: By ______ (date), when given the type of pencil and paper commonly used in his/her school program and requested to do so, ______ (child's name) will print his/her... (list as appropriate)

1. first name,
2. last name,
3. age,
4. phone number,
5. middle name,
6. address.

PRINTS PERSONAL DATA *(continued)*

Continued

NOTES:

a. **Prerequisite Lower Level Skill:** The prerequisite lower level skill of giving personal data verbally is assessed on page 126 (F-3: Personal Data Response).

b. **Correlation with the *Inventory of Basic Skills:*** The higher level skill of completing a form—reading and responding by writing personal data—is assessed on page 83 of the *Inventory of Basic Skills.*

c. **Scoring Criteria:** The scoring criteria deal with both printing skills and personal knowledge. If the child uses only cursive writing, accept that skill in the assessment in place of the manuscript form, noting this difference in the *Developmental Record Book.*

d. **Possible Discrimination:** The items regarding address and phone number may indicate discrimination toward children living in homes without street numbers or without phones. Use discretion in requesting this type of information.

PRINTS UPPER CASE LETTERS SEQUENTIALLY

SKILL: Prints upper case letters sequentially.
$^{5\text{-}6}$A B C D E F G H I J K L M N O P Q R S T U V W X Y Z$^{5\text{-}6}$

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

DISCONTINUE: After the first error that the child is not able to correct when asked to do so.

TIME: Allow as much time as the child can use profitably.

ACCURACY: Letters should be legible, but score leniently. Give credit up to but not including the first error.

DIRECTIONS: Give the child a pencil and paper of the type commonly used in his/her school program.

Say: **I want you to print some letters for me. I want you to print the capital letters. Start with *A* and print all the capital letters in order.**

If the child prints lower case letters, explain the difference. Give help with the first three letters only.

(J-2)

OBJECTIVE: By ______ (date), when given the type of pencil and paper commonly used in his/her school program and requested to do so, ______ (child's name) will legibly print the upper case letters in sequence without assistance or aids.

PRINTS LOWER CASE LETTERS SEQUENTIALLY

SKILL: Prints lower case letters sequentially.
$^{5\text{-}6}$a b c d e f g h i j k l m n o p q r s t u v w x y z$^{5\text{-}6}$

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

DISCONTINUE: After the first error which the child cannot correct when requested to do so.

TIME: Allow as much time as the child can use profitably.

ACCURACY: Letters should be legible, but score leniently. Give credit up to the first error.

DIRECTIONS: Give the child a pencil and paper of the type commonly used in his/her school program.

Say: **I want you to print some letters for me. I want you to print the small letters. Start with *a* and print all the letters.**

If the child prints upper case letters, explain the difference. Give help with the first three letters only.

(J-3)

OBJECTIVE: By ______ (date), when given the type of pencil and paper commonly used in his/her school program and requested to do so, ______ (child's name) will legibly print the lower case letters in sequence without assistance or aids.

PRINTS LETTERS SEQUENTIALLY *(continued)*

Continued

NOTES:

a. Correct Formation of Letters: If uncertain about the correct formation of certain letters, refer to page 226 for sample letters.

b. Because the skill being assessed is the legible and sequential printing of letters, use your judgement about other factors such as size, spacing, alignment and neatness.

c. Observe and Note Reversals: Observe for reversals as the child writes the letters. If reversals of any letters occur, record them in the *Developmental Record Book*.

d. Writing: See the "Notes" on page 73 concerning the writing process.

e. Correlation with the *Inventory of Basic Skills:* This skill level is not included in the *Inventory of Basic Skills*. However, the next higher level skill, "Prints letters by dictation," is assessed on page 23 of that *Inventory*.

f. If the child writes only in cursive style, a skill that is normally not taught until the second or third grade, you may wish to use the cursive writing assessment on page 82 of the *Inventory of Basic Skills*.

g. Activities for Teaching Writing Skills: The activities listed below are frequently recommended for teaching or improving writing skills.

- Provide opportunities for "writing movements" such as finger painting, and writing or drawing in sand, or salt.
- Provide chalkboard activities such as drawing geometric designs, tracing the hand or an object.
- Check and correct any incorrect or uncomfortable positions. Provide the child with a comfortable chair at a table or desk where the feet rest flat on the floor. See that the nonwriting hand holds the paper at the top.
- If the child does not understand about margins, or has difficulty starting on the left side of the page, draw a mark or margin on the left side of the paper.

PRINTS UPPER CASE LETTERS DICTATED

SKILL: Prints upper case letters as dictated.

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

DISCONTINUE: After three consecutive failures.

TIME: Allow as much time for each item as the child can use profitably.

ACCURACY: Letters should be legible.

DIRECTIONS: Give the child pencil and paper of the type commonly used in his/her school program.

Say: **I am going to say some letters. I want you to listen carefully and print them in capital letters.**

Dictate the letters in the order listed below. Pause after dictating each letter to allow the child time to write.

If the child prints lower case letters, explain the difference. Give help with the first three letters only.

$^{6-6}$O A D G Q B P C E L T I F J N M R H U V W Y X Z K S$^{7-0}$

(J-4)

OBJECTIVE: By ____(date)____, when given the type of pencil and paper commonly used in his/her school program and requested to do so, ____(child's name)____ will legibly print ____(quantity)____ of the 26 upper case letters as they are dictated.

PRINTS LOWER CASE LETTERS DICTATED

SKILL: Prints lower case letters as dictated.

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

DISCONTINUE: After three consecutive failures.

TIME: Allow as much time for each item as the child can use profitably.

ACCURACY: Letters should be legible.

DIRECTIONS: Give the child a pencil and paper of the type commonly used in his/her school program.

Say: **I am going to say some letters. I want you to listen carefully and print them in small letters.**

Dictate the letters in the order listed below. Pause after pronouncing each letter to allow the child time to write.

If the child prints upper case letters, explain the difference. Give help with the first three letters only.

$^{6-6}$o a d g q b p c e l t i f j n m r h u v w y x z k s$^{7-0}$

(J-5)

OBJECTIVE: By ____(date)____, when given the type of pencil and paper commonly used in his/her school program and requested to do so, ____(child's name)____ will legibly print ____(quantity)____ of the 26 lower case letters as they are dictated.

PRINTS SIMPLE SENTENCES

SKILL: Prints simple sentences about himself/herself or a topic of interest.

How many sentences?
6-6 1 2 3 4 7-0

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child's performance.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

DISCONTINUE: When the child has printed four sentences, or when it has become obvious the child does not have the skills to do so.

DIRECTIONS: Give the child a pencil and paper of the type commonly used in the school program for writing sentences.

Say: **I want you to write as many sentences as you can about yourself. You can write sentences telling how old you are, where you live, what you like to do, where you go to school, what TV programs you watch or whatever you wish. I want you to do it all by yourself and do the best you can to spell the words correctly.**

Give encouragement but do not give assistance. Allow as much time as the child can profitably use.

(J-6)
OBJECTIVE: **By ______ (date), when presented with pencil and paper of the type commonly used for writing sentences in his/her school program, and requested to do so, ______ (child's name) will legibly write ______ (quantity) sentences about himself/herself or some topic of interest *(See Note 3).***

TIME: Your discretion.

ACCURACY: Give credit for all sentences which meet six of the seven scoring criteria listed below:

- Legibility—letters and words should be readable.
- Length—sentences should be at least three words each.
- Spacing—adequate spacing between letters and words.
- Spelling—misspelled words should occur infrequently.
- Syntax—sentences should clearly express complete thoughts.
- Punctuation—no errors.
- Capitalization—no errors.

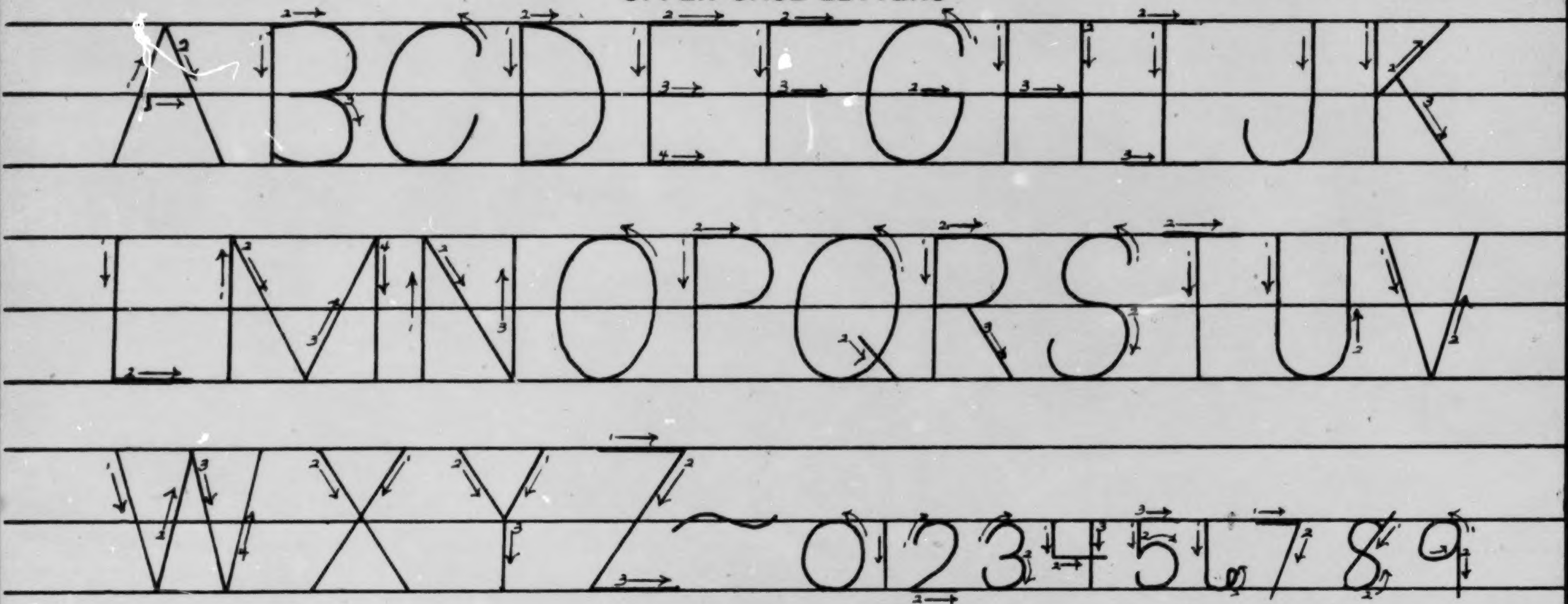
NOTE:

1. **Administer in Small Groups:** This assessment procedure can be administered in small groups.
2. **Correlation with Quality of Manuscript Writing, J-7:** The sentences the child writes for this assessment may be used to evaluate skill J-7, quality of manuscript writing. Also, you may find the information in section J-7 helpful for evaluating this assessment.
3. **Use Judgment in Scoring:** Consider both quality and quantity in evaluating writing. Note originality, sentence structure and word choice, as well as motivation.

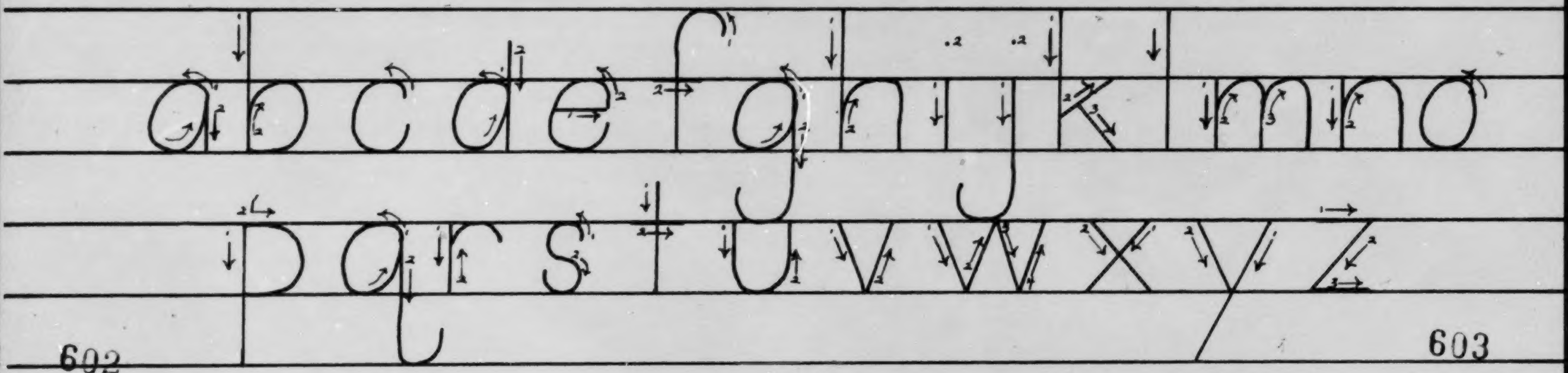
MANUSCRIPT ALPHABET

R[illegible]d Vertical A[illegible]et
Rinehart Functional Handwriting System
Waltham, Mass. 02154

UPPER CASE LETTERS


A B C D E F G H I J K
L M N O P Q R S T U V
W X Y Z ~ 0 1 2 3 4 5 6 7 8 9

LOWER CASE LETTERS


a b c d e f g h i j k l m n o
p q r s t u v w x y z

QUALITY OF MANUSCRIPT WRITING

SKILL: Prints manuscript with appropriate slant, size, spacing, formation, alignment and neatness.

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

TIME: Allow as much time as the child can profitably use in writing the sample.

DIRECTIONS: Obtain a sample of the child's printing, preferably consisting of sentences. Evaluate the writing, using the criteria guide listed on this page and on pages 226 and 228.

The printing sample used for the evaluation should meet the following specifications: It should:

- be written with the type of pencil and paper commonly used in the child's school program,
- include, when possible, several sentences to check spacing between words and sentences,
- be representative of the child's writing.

After evaluating the child's printing, note which letter formations cause difficulty. Provide appropriate instruction.

ACCURACY: Exercise judgment in comparing the writing sample with the model provided on page 226 and the scoring criteria listed below.

- Slant: Letters should be uniformly but not excessively slanted. Many handwriting systems encourage the upright formation of letters as indicated on page 226. Other handwriting systems, however, encourage slanting in beginning handwriting to encourage an easier transition to cursive writing.
- Size: See model of letters on page 226.
- Spacing: Spacing should be uniform between letters and words. The width of one small *o* between words and two small *o's* between sentences is a guideline for proper spacing.
- Formation: See the models on page 226 or similar models.
- Alignment: All letters should rest on the line, with parts of some letters, such as *g, j, p, q* and *y*, extending below the line.
- Neatness: Erasures or rewriting should be minimal. Margins should be evident.
- Line quality: Strong, even, smooth-flowing lines indicate good pencil control.

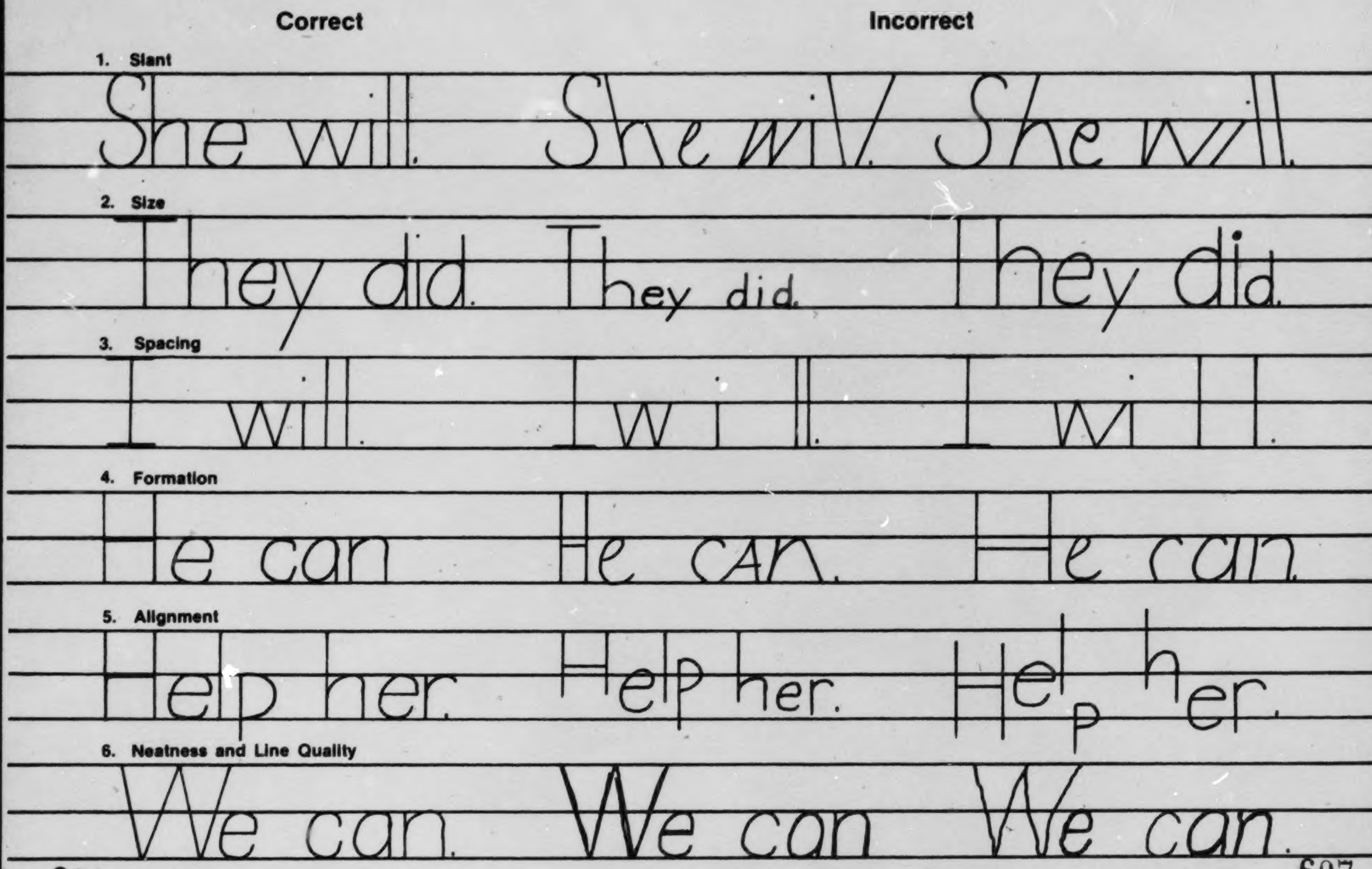
(J-7B)

OBJECTIVE: By ___(date)___, when given pencil and paper of the type appropriate for the child's level of maturity or school placement, and when requested to do so, ___(child's name)___ will produce a sample of printing with adequate ... (list as appropriate)

1. **slant,**
2. **size,**
3. **spacing,**
4. **formation,**
5. **alignment,**
6. **neatness and line quality.**

Rinehart Fu ional Handw g System
Waltham, Mass. 02154

Criteria For Evaluation


Correct
Incorrect
1. Slant
She will.
She will.
She will.
2. Size
They did.
They did.
They did.
3. Spacing
I will.
I will.
I will.
4. Formation
He can
He can.
He can.
5. Alignment
Help her.
Help her.
Help her.
6. Neatness and Line Quality
We can.
We can
We can.

K. BASIC MATH

TABLE OF CONTENTS

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K-2: Rote Counting 233

K-3: Reads Numerals 233

K-4: Numeral Comprehension 234

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K-7: Writes Following and Preceding Numbers 236

K-8: Writes Numerals Dictated 236

K-9: Addition Combinations 237-38

K-10: Subtraction Combinations 239

K-11: Recognition of Money 240

K-12: Time 241-45

INTRODUCTION

GOAL OF THE ASSESSMENT: Procedures in this section assess the basic math skills usually taught in kindergarten and first grade.

METHODS OF ASSESSMENT: Several of the skills in this section need to be assessed individually. The procedures listed below easily can be adapted for group administration by using copies of the child page, pencils and paper:

K-4: Numeral Comprehension
K-6: Numerals in Sequential Order
K-7: Writes Following and Preceding Numerals
K-9: Addition Combinations
K-10: Subtraction Combinations

As you become skilled in observing, assess informally by observing the child's daily performance and progress in math. Simply use the *Developmental Record Book* for tracking.

(Continued on page 231)

NOTES:

a. **Lower Level and Related Skills:** The assessment procedures listed below assess lower level and related math skills and concepts. When a child experiences difficulty in mastering a particular math skill, the teacher may need to assess the child's mastery of lower level or prerequisite skills.

	Page
B-12: Rhythm	52-3
C-4: Pre-Handwriting Skills	70-3
F-8: Repeats Digits	142
G-3: Design Concepts	154-5
G-4: Time Concepts	156-7
G-5: Quantitative Concepts	158-60
G-7: Sorts by Color, Shape, and Size	165-7
H-2: Visual Discrimination	187-9
I-9: Reads Number Words	212

b. **Observe and Note Reversals:** Observe reversals as the child writes the numerals. Note in the *Developmental Record Book* which numerals the child reverses.

NUMBER CONCEPTS

SKILL: Demonstrates number concepts to ten.

$^{1\text{-}6}$ 1. "One more"
$^{2\text{-}6}$ 2. "Just one"
3. Counts objects: $^{3\text{-}0}1$ $2^{4\text{-}0}$ 3 $4^{5\text{-}0}$ 6 $7^{6\text{-}0}$ $10^{6\text{-}6}$

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: Twelve objects to count, such as blocks, pennies, counting chips.

DISCONTINUE: After failure on two consecutive skills.

TIME: 30 seconds for each request.

ACCURACY: Give credit for eacn correct response.

DIRECTIONS: Make this assessment by asking the child to count and give you a specific number of objects.

In choosing the beginning assessment level, note that the first skill level is $^{1\text{-}6}$, which is lower than other skill levels in this section of the *Inventory*.

Display 12 objects before the child and begin the assessment with the skills listed below which seem most appropriate for the child's skill level.

$^{1\text{-}6}$ 1. "One more"

Directions: Pick up four of the objects.

Say: **Give me one more** *(extending the hand with the four objects in it).*

Pause for the child's response. If the child responds correctly, return the objects to the group of 12.

$^{2\text{-}6}$ 2. "Just one"

Directions:

Say: **Give me just one.**

Pause for the child's response. If the child gives you just one, return the object to the group.

3. Counts objects to: $^{3\text{-}0}1$ $2^{4\text{-}0}$ 3 $4^{5\text{-}0}$ 6 $7^{6\text{-}0}$ $10^{6\text{-}6}$

Directions: Request the different quantities between two and ten be given in random order as listed below.
Pausing after each request,
Say: **Give me three.**
. . . two.
. . . five.
. . . four.
. . . seven.
. . . six.
. . . ten.

REFERENCES: The following references were used to sequence number concept skills, and to validate the developmental ages (see *Bibliography*, pages 246-7):

2:83-9
7:211, 225-6
8:81-2
11:138
35:115-6
42:139
47:147
48:5, 6
50:83
51:2

612

(K-1)
OBJECTIVE: By ________ (date), when given 12 objects to count and requested to do so, ________ (child's name) will demonstrate an understanding of the concepts "just one," "one more," and numbers up to ________ (quantity) by counting out the designated number of objects.

613

3	2	1	5
7	9	10	6
16	19	20	12
33	27	21	39

51	49	42	60
80	65	78	61
89	100	91	96

ROTE COUNTING

SKILL: Counts by rote to:
$^{5\text{-}3}$3 5 10 20 $^{6\text{-}3}$30 40 50 60 70 80 90 100$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: None.

DISCONTINUE: After determining how far the child counts by rote without error.

TIME: Your discretion.

ACCURACY: Give credit in the *Developmental Record Book* by circling the last number the child recites.

DIRECTIONS: Make this assessment by having the child count by rote as far as he/she can accurately.

Say: **I want you to count as far as you can.**

If the child does not understand,

Say: **Can you say the numbers for me like one...two...?**

(K-2)
OBJECTIVE: By ____(date)____, when requested to do so, ____(child's name)____ will correctly count by rote to ____(number)____.

DEVELOPMENTAL AGES: The developmental ages found in the *Developmental Record Book* for the rote-counting skill are based on children entering kindergarten with a mean age of five years, three months, and on the fact that learning to count to 20 is frequently included in the kindergarten curriculum, and learning to count to 100 is frequently included in the first grade curriculum.

READS NUMERALS

SKILL: Reads numerals. Recognizes numerals to:
$^{5\text{-}3}$3 5 10 20 $^{6\text{-}3}$40 60 80 100$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 21.

MATERIALS: Page C-233.

DISCONTINUE: After the first failure.

TIME: Your discretion.

ACCURACY: The child should name all four numerals equal to or less than the appropriate numeral listed on the page format chart listed below.

FORMAT OF PAGE C-233

Numerals to 5:
3 2 1 5
Numerals to 10:
7 9 10 6
Numerals to 20:
16 19 20 12
Numerals to 40:
33 27 21 39

Numerals to 60:
51 49 42 60
Numerals to 80:
80 65 78 61
Numerals to 100:
89 100 91 96

DIRECTIONS: Make this assessment by having the child read the four numerals listed on page C-233. That is, the child reads numerals 3, 2, 1 and 5 in order to receive credit for reading numerals to 5.

Pointing to page C-233,

Say: **Look at each numeral and say its name. Begin here** *(pointing to the 3)* **and read the numerals.**

Point to the numerals one at a time and pause for the child's response. Give encouragement if needed. Use the word "number" if the child is confused by the word "numeral" (the written symbol for a number).

(K-3)
OBJECTIVE: By ____(date)____, when presented with numerals in random order of a value of ____(quantity)____ or less, ____(child's name)____ will read them one at a time with 100 percent accuracy.

C-234

★

3	1	2	5	4
☐	☐	☐	☐	☐

6	8	9	7	10
☐	☐	☐	☐	☐

NUMERAL COMPREHENSION

SKILL: Understands numerals 1-10.
Matches quantity with symbol (numeral)
$^{6\text{-}3}$1 2 3 4 5 6 7 8 9 10$^{6\text{-}3}$

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance, individual or group observation.

MATERIALS:

- multiple copies of page C-234
- objects for counting
- pencils

DISCONTINUE: For individual response, after two consecutive errors. For written response, your discretion.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

DEVELOPMENTAL AGES: The developmental ages for numeral comprehension are based on children entering the first grade with a mean age of six years, three months. Matching objects with number symbols is part of the first grade curriculum.

DIRECTIONS FOR INDIVIDUAL ADMINISTRATION: Make this assessment by pointing separately to the numerals on C-234 and asking the child to show the corresponding quantity of fingers or objects. Do not name the number.

Point to the numeral 3.

Say: **Show me this many fingers.**

Pause for the child's response. Give encouragement if needed.

DIRECTIONS FOR GROUP ADMINISTRATION: Make this assessment by presenting each child with a copy of page C-234 and a pencil. Ask the children to make the number of marks matching each numeral.

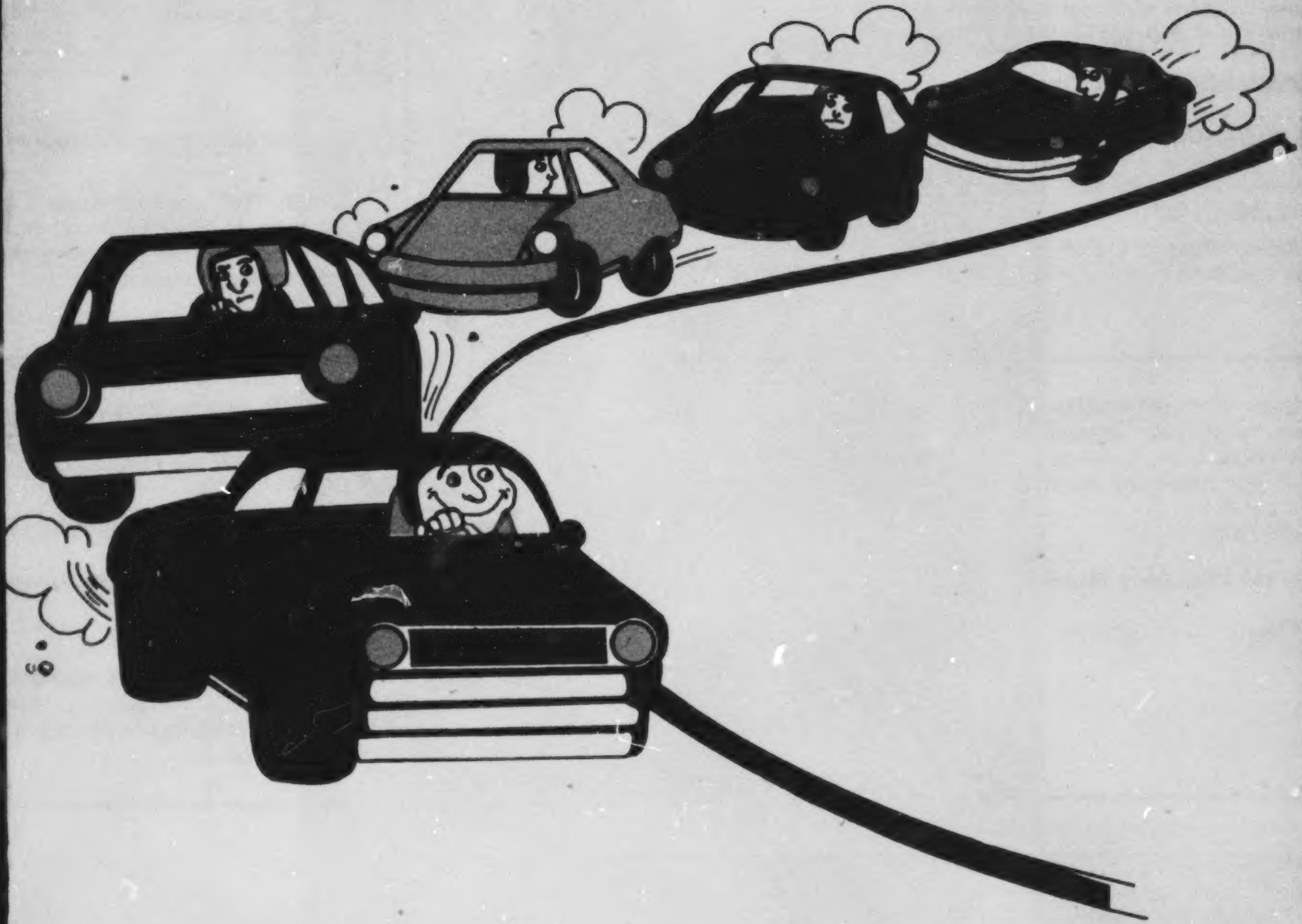
Use a copy of page C-234 for demonstrating the task while you give directions.

Say: **Look at the first numeral. It is a three. Show me three fingers** *(pausing for the response).*

After the child responds correctly,

Say: **Now make that many marks in the box under the three like this** *(demonstrating with the children watching).* **Now do as many of them by yourself as you can, by making the right number of marks under each numeral.**

(K-4)
OBJECTIVES: By ___(date)___, when given numerals of ___(quantity)___ or less in random order and asked to do so, ___(child's name)___ will respond by showing the correct quantity of fingers, counting objects, or marks to match each numeral.



ORDINAL POSITION

SKILL: Comprehends ordinal positions.
$^{5-3}$First last second$^{6-3}$ middle third fourth fifth$^{7-0}$

DEVELOPMENTAL RECORD BOOK: Page 21.

ASSESSMENT METHOD: Child performance.

MATERIALS: Page C-235 (Optional: Five toys or other objects).

DISCONTINUE: After two consecutive errors.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

(K-5)
OBJECTIVE: By ___(date)___, when given five objects or a picture of five objects in a row and requested to do so, ___(child's name)___ will correctly point to the objects according to their ordinal position.

DIRECTIONS: Make this assessment by having the child point out the cars illustrated on C-235, or other objects, according to their ordinal position.

Say: **See these five cars? They are going to have a race. Which one is first in the line for the race?**

Pause for the child's response. If the child does not respond,

Ask: **Can you show me the one that is first?**

If the child responds correctly, continue by asking the questions in the order listed below.

Ask: **2. Which one is last?**
3. Which one is second?
4. Which one is in the middle?
5. Which one is third?
6. Which one is fourth?
7. Which one is fifth?

NUMERALS IN SEQUENCE

SKILL: Writes numerals in correct order to:
$^{6-3}$3 5 10 20 30 40 50 60 70 80 90 100$^{7-0}$

DEVELOPMENTAL RECORD BOOK: Page 22.

ASSESSMENT METHOD: Child performance.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

DISCONTINUE: When the child is unable to write the next numeral in sequence.

TIME: Allow enough time for the child to think and write. Stop the assessment when the delay indicates the child cannot write the next numeral.

ACCURACY: Numerals should be legible, but score leniently. Give credit up to the first error.

DIRECTIONS: Give the child pencil and paper similar to those used in his/her school program.

Say: **I want you to write as many numerals in order as you can. Start with the numeral one.**

If the child does not understand, explain, and give encouragement by writing the numerals 1 and 2.

(K-6)
OBJECTIVE: By ___(date)___, when given a pencil and paper of the type commonly used in the school program and requested to do so, ___(child's name)___ will legibly write numerals sequentially to ___(quantity)___

C-236

☐ 2 ☐

☐ 3 ☐

☐ 1 ☐

☐ 4 ☐

☐ 6 ☐

☐ 5 ☐

☐ 8 ☐

☐ 10 ☐

☐ 9 ☐

☐ 7 ☐

☐ 12 ☐

☐ 11 ☐

WRITES PRECEDING AND FOLLOWING NUMBERS

SKILL: Writes numbers which precede and follow a given number. Writes number preceding and following:
$^{6\cdot3}$2 3 1 4 6 5 8 10 9 7 12 1$^{7\cdot0}$

DEVELOPMENTAL RECORD BOOK: Page 22.

ASSESSMENT METHOD: Child's performance, individually or in a group.

DIRECTIONS: Give each child a pencil and a copy of page C-236.

Say: **I want you to look at each number carefully and write in the boxes the numbers which come before and after each one. Write the number that comes before the number and the number that comes after the number.**

Explain and illustrate the first items if a child does not appear to understand.

MATERIALS: Copy of page C-236 and pencil.

DISCONTINUE: When it appears the child has completed all known items.

TIME: Your discretion.

ACCURACY: Give credit for each correct response.

GROUP ADMINISTRATION: This assessment may be used with a group by giving each child a copy of page C-236 and by following the same procedures. Make sure the directions are clearly understood.

(K-7)
OBJECTIVE: By ___(date)___, when presented with pencil and a copy of the numbers from 1 to 12 listed in random order, and when requested to do so, ___(child's name)___ will write the numbers immediately preceding and following each of the numbers.

WRITES NUMBERS DICTATED

SKILL: Writes numbers as dictated. On request, writes numbers as dictated to: $^{6\cdot3}$5 10 20 40 60 80 100$^{7\cdot0}$

DEVELOPMENTAL RECORD BOOK: Page 22.

ASSESSMENT METHOD: Child's performance, individually or in a group.

MATERIALS: Pencil and paper of the type commonly used in the child's school program.

DISCONTINUE: After first error.

TIME: Your discretion.

ACCURACY: 100 percent accuracy for each group.

(K-8)
OBJECTIVES: By ___(date)___, when presented with pencil and paper of the type commonly used in his/her school program, and when requested to do so, ___(child's name)___ will accurately and legibly write dictated numbers up to ___(quantity)___.

DIRECTIONS: Present the child (children) with pencil and paper.

Say: **I am going to say some numbers and I want you to write them.**

Dictate the numbers listed below for each interval. Pause after each number to give the child adequate time to write. Repeat the number once if needed.

Dictation to 5:	**3**	**0**	**5**	**2**
Dictation to 10:	**7**	**9**	**6**	**10**
Dictation to 20:	**13**	**19**	**12**	**16**
Dictation to 40:	**29**	**36**	**22**	**37**
Dictation to 60:	**53**	**48**	**41**	**57**
Dictation to 80:	**72**	**68**	**79**	**66**
Dictation to 100:	**89**	**98**	**83**	**100**

NOTE: This assessment can be used to determine both number knowledge and writing skills. You may wish to note numbers written in reverse form.

★ C-237

1 + 1 = ______

2 + 1 = ______

4 + 0 = ______

0 + 1 = ______

2 + 2 = ______

$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 2 \\ +0 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 0 \\ +3 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 1 \\ +3 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$

---

4 + 1 = ______

2 + 4 = ______

5 + 1 = ______

2 + 3 = ______

1 + 5 = ______

$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 0 \\ +6 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$

---

7 + 1 = ______

4 + 3 = ______

3 + 5 = ______

2 + 6 = ______

5 + 2 = ______

$\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$

---

5 + 4 = ______

7 + 3 = ______

2 + 8 = ______

6 + 3 = ______

4 + 6 = ______

$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$ $\quad$ $\begin{array}{r} 3 \\ +7 \\ \hline \end{array}$

ADDITION COMBINATIONS

SKILL: Adds two number combinations to 18, verbally or in writing. Knows sums to:

$^{6\text{-}3}$6 8 10 12 14 16 18$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 22.

ASSESSMENT METHOD: Child performance, individually or in a group.

MATERIALS:

For individual verbal response,
- pages C-237 and C-238

For individual or group written response,
- pencils
- copies of C-237
- watch for timing three-minute tests

DISCONTINUE: Discontinue the assessment after determining which section with the largest sums the child (children) can respond to with 90 percent accuracy.

TIME: Verbal test, approximately 5 seconds for each combination; written test, 3 minutes per page.

ACCURACY: 90 percent for each section.

DIRECTIONS: Individual administration with verbal response.

Make this assessment by pointing to each of the addition combinations on pages C-237 and C-238 while asking the child to give the sum verbally.

Begin the assessment by pointing to the row of combination facts of the largest sum which you anticipate the child can answer with 90 percent accuracy. Point to "1 + 1 = ________," and

Say: **One plus one equals** ________ *(pausing for the child's response).*

If the child's response is correct, continue reading the other combinations in each section, pausing after each for the child's response.

If the child makes a careless mistake,

Say: **Try this one again** *(pointing to the combination).*

FORMAT OF C-237 AND CORRECT RESPONSES:

★	2	1	Sums to 4				
	3	4					
	4		4	2	3	4	3
	5	5	Sums to 6				
	6	6					
	6		6	5	5	6	6
	8	8	Sums to 8				
	7	7					
	8		8	7	8	7	8
	9	9	Sums to 10				
	10	10					
	10		9	9	10	10	10

Note: Depending on experience, some children respond differently to written addition problems presented vertically as opposed to horizontally.

DIRECTIONS: Individual or group written response.

Make this assessment by providing child or children with pencil and copies of C-237 and/or C-238. Allow three minutes for writing the sums on each page.

Say: **I want you to work as many of these addition problems as you can. Begin with the first row and look at each problem carefully. If you know the answer, write it on or under the line. Do the top row, the second row, the third row and then the last. Work as fast as you can without making mistakes.**

Make sure the directions are understood before you begin.

After three minutes,

Say: **Stop.**

Collect the papers.

(Continued on page 238)

See page C-237 for combinations with larger sums and page 238 for Objectives.

★

C-238

5 + 6 = ______
8 + 4 = ______
4 + 7 = ______
6 + 6 = ______
10 +1= ______

1	3	5	4	9
+ 11	+ 8	+ 7	+ 2	+ 2

5 + 9 = ______
8 + 5 = ______
3 + 11 = ______
10 + 3 = ______
7 + 7 = ______

6	4	12	7	8
+ 7	+ 9	+ 2	+ 6	+ 6

10 + 5 = ______
11 + 5 = ______
9 + 6 = ______
8 + 7 = ______
3 + 13 = ______

14	10	13	7	7
+ 2	+ 5	+ 2	+ 9	+ 8

7 + 11 = ______
9 + 9 = ______
14 + 4 = ______
9 + 8 = ______
6 + 12 = ______

15	4	5	2	8
+ 3	+ 13	+ 12	+ 16	+ 9

ADDITION COMBINATIONS *(continued)*

Continued

See page 237 for Directions

FORMAT OF C-238 AND CORRECT RESPONSES:

★ 11	12	Sums to 12				
12	11					
11		12	11	12	12	11
14	13	Sums to 14				
13	14					
14		13	13	14	13	14
15	15	Sums to 16				
16	16					
15		16	15	15	16	15
18	17	Sums to 18:				
18	18					
18		18	17	17	18	17

(K-9B:1)
OBJECTIVE FOR INDIVIDUAL ADMINISTRATION WITH VERBAL RESPONSE: By ___(date)___, when ten addition combination facts with sums of ___(quantity)___ or less are presented visually and orally one at a time, ___(child's name)___ will respond orally with the sum for each pair within 5 seconds and with 90 percent accuracy for the ten combinations.

(K-9B:2)
OBJECTIVE FOR INDIVIDUAL OR GROUP ADMINISTRATION WITH WRITTEN RESPONSE: By ___(date)___, when presented with ten written addition-combination facts with a sum of ___(quantity)___ or less, together with 30 other addition problems and a pencil, and requested to do so, ___(child's name)___ will write the answers to the problems within 3 minutes with 90 percent accuracy.

★

3 - 0 = ______

4 - 2 = ______

3 - 1 = ______

2 - 2 = ______

2 - 1 = ______

4	4	3	4	3
-1	-0	-2	-3	-3

---

5 - 2 = ______

5 - 1 = ______

6 - 3 = ______

6 - 4 = ______

5 - 5 = ______

6	5	6	6	5
-5	-3	-0	-2	-4

---

7 - 6 = ______

7 - 2 = ______

8 - 3 = ______

8 - 7 = ______

7 - 4 = ______

7	8	7	8	8
-5	-5	-7	-2	-6

---

10 - 4 = ______

9 - 7 = ______

10 - 9 = ______

10 - 7 = ______

9 - 8 = ______

10	9	9	10	10
-6	-6	-4	-2	-5

SUBTRACTION COMBINATIONS

SKILL: Gives verbal or written answers to subtraction problems with minuends (numbers from which other numbers are subtracted) of ten or less. Knows subtraction facts with minuends to: $^{6\text{-}3}$4 6 8 10.$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 22.

MATERIALS:

For individual verbal response,
- page C-239

For written response,
- pencil for each child
- copy of C-239 for each child
- watch or clock for timing three minute tests

DISCONTINUE: Discontinue the assessment after determining which section with the largest minuend the child (children) responds to with 90 percent accuracy.

TIME: Verbal test, approximately 5 seconds for each subtraction fact. Written test, 3 minutes to complete page.

ACCURACY: 90 percent for each section.

FORMAT OF C-239 AND CORRECT RESPONSES:

★3	0					
2	1	(Minuend of 4 or less)				
2		3	4	1	1	0

★3	2					
4	0	(Minuend of 6 or less)				
3		1	2	6	4	1

★1	1					
5	3	(Minuend of 8 or less)				
5		2	3	0	6	2

★6	3					
2	1	(Minuend of 10 or less)				
1		4	3	5	8	5

DIRECTIONS. Individual administration with verbal response:

Make this assessment by pointing separately to the subtraction facts on page C-239 and asking the child to give you the answer verbally.

Begin the assessment by pointing to the row of substraction facts with the largest minuends you anticipate the child can respond to with 90 percent accuracy. Point to the first combination, and

Say: **Three minus zero equals** ________ *(pause for the child's response).*

If the child's response is correct, continue reading the other combinations in each section, pausing after each for the child's response.

If the child makes a careless mistake,

Say: **Try this one again** *(pointing to the combination).*

DIRECTIONS. Individual or group written response:

Make this assessment by providing each child with a pencil and a copy of C-239. Allow 3 minutes for writing the answers.

Give each child a pencil and a copy of the problems on page C-239.

Say: **I want you to work as many of these subtraction problems as you can. Begin with the first row and look at each problem carefully. If you know the answer, write it on the line. Do the top row, the second row, the third row and then the last. Work as fast as you can without making mistakes.**

Make sure the directions are understood before you begin.

After 3 minutes,

Say: **Stop.**

Collect the copies.

(K-10)

OBJECTIVE FOR INDIVIDUAL ADMINISTRATION WITH VERBAL RESPONSE: By ____(date)____, when ten subtraction facts with minuends of ____(quantity)____ or less are presented visually and orally one at a time, ____(child's name)____ will respond verbally with the answer for each problem within 5 seconds and with an accuracy of 90 percent.

RECOGNITION OF MONEY

SKILL: 1. Gives names of U.S. coins and one-dollar bill.
$^{5\text{-}0}$penny nickel dime $^{6\text{-}0}$quarter half-dollar dollar$^{7\text{-}0}$
2. Gives monetary value of U.S. coins and one-dollar bill.
$^{5\text{-}0}$penny nickel dime $^{6\text{-}0}$quarter half-dollar dollar$^{7\text{-}0}$

DEVELOPMENTAL RECORD BOOK: Page 22.

ASSESSMENT METHOD: Child performance.

MATERIALS: Use real coins and a one-dollar bill when possible. If the coins and a dollar bill are unavailable, use the pictures on page C-240.

DISCONTINUE: After two consecutive failures for each of the two skills.

DIRECTIONS: Make this assessment by presenting separately U.S. coins and a dollar bill while asking the child to give the name or value. If money is unavailable, make the assessment by pointing separately to the coins and dollar bill pictured on page C-221 while asking the child to give the name or value, depending on which skill you are assessing.

Presenting a coin (or pointing to a coin),
Say: **Tell me the name of this coin (or bill).**

If the child responds with the value of the coin (or bill),
Say: **That is how much it is worth. Can you tell me the name?**

After assessing for the naming skill, ask the value.
Say: **How much is the coin (or bill) worth?**

TIME: 5 seconds per item.

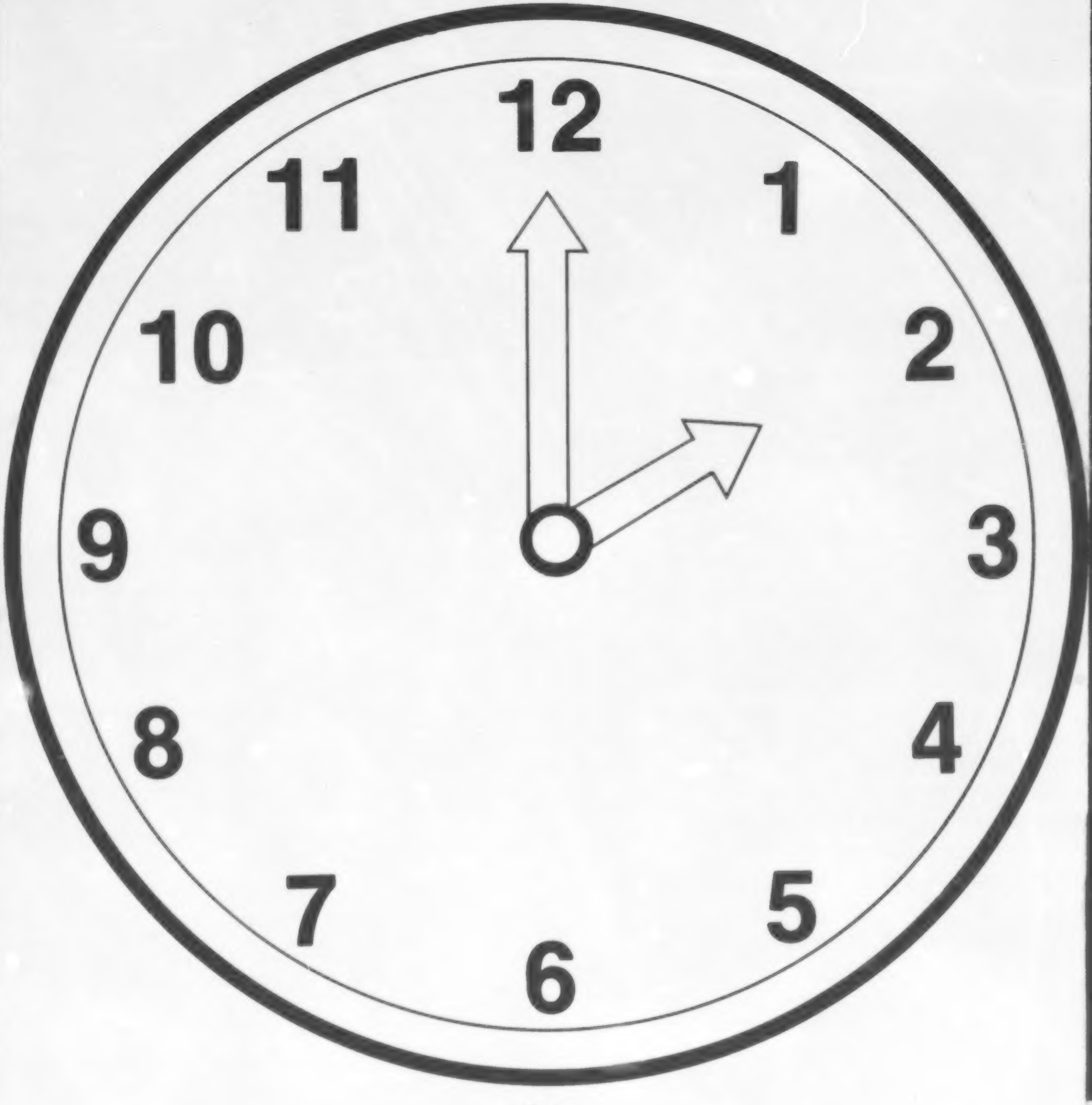
ACCURACY: Give credit for each correct response.

REFERENCE: The following references were used to sequence the skills of recognizing money, and to validate the developmental ages (see *Bibliography*, pages 246-7):

4:87
7:227
8:82
35:116
42:139

(K-11A)
OBJECTIVE FOR NAMING: By ______ (date), when presented with pictures of, or genuine, U.S. coins and a dollar bill and asked to do so, ______ (child's name) will give the name of each within five seconds.

(K-11B)
OBJECTIVE FOR GIVING VALUE: By ______ (date), when presented with pictures of, or genuine, U.S. coins and a dollar bill and asked to do so, ______ (child's name) will give the value of each within five seconds.


12
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TIME

SKILL: Demonstrates comprehension of time concepts and the skill of telling time.

DEVELOPMENTAL RECORD BOOK: Page 22.

ASSESSMENT METHOD: Child performance.

MATERIALS: Clock faces pictured on pages C-242, C-243, C-244 and C-245. Real clocks or "teaching" clock faces may be used.

DISCONTINUE: After failure on two consecutive items.

TIME: Your discretion.

ACCURACY: See criteria listed for each skill.

REFERENCES: The author's research did not yield enough norming data to fully validate the developmental ages indicated for the skills of telling time. The developmental ages listed in this assessment, therefore, are based on:

1. *Child Care and Development* (2:84)
2. The fact that skills tested here are usually part of the first grade curriculum, and that first graders have a mean age of six years and three months when they enter school.

DIRECTIONS: Assess these skills by asking the child questions about time or about the pictures of clocks shown on pages C-242, C-243, C-244 and C-245. You may use a real clock or "teaching" clock faces.

The skills to be assessed are listed below and on the following pages. Guidance in assessing, criterion questions, criteria, and notes are presented after each skill.

3-6 1. Knows the major parts of a day—morning, afternoon, night—for three daily activities.

Directions: Ask the questions below or similiar questions which you think the child should answer as you measure the skill listed above.

Ask: 1. **When do you eat breakfast?**
2. **When do you go home from school?**
3. **When do you go to bed?**
4. **When do you eat dinner?**
5. **When do you have a nap?**
6. **When do you see the moon or stars?**

If the child does not respond to these or similar questions,

Ask: **Do you do it in the morning, the afternoon or at night?**

Give credit if the child gives the exact hour.

4-0 2. Sequences five daily activities and tells the part of the day for each.

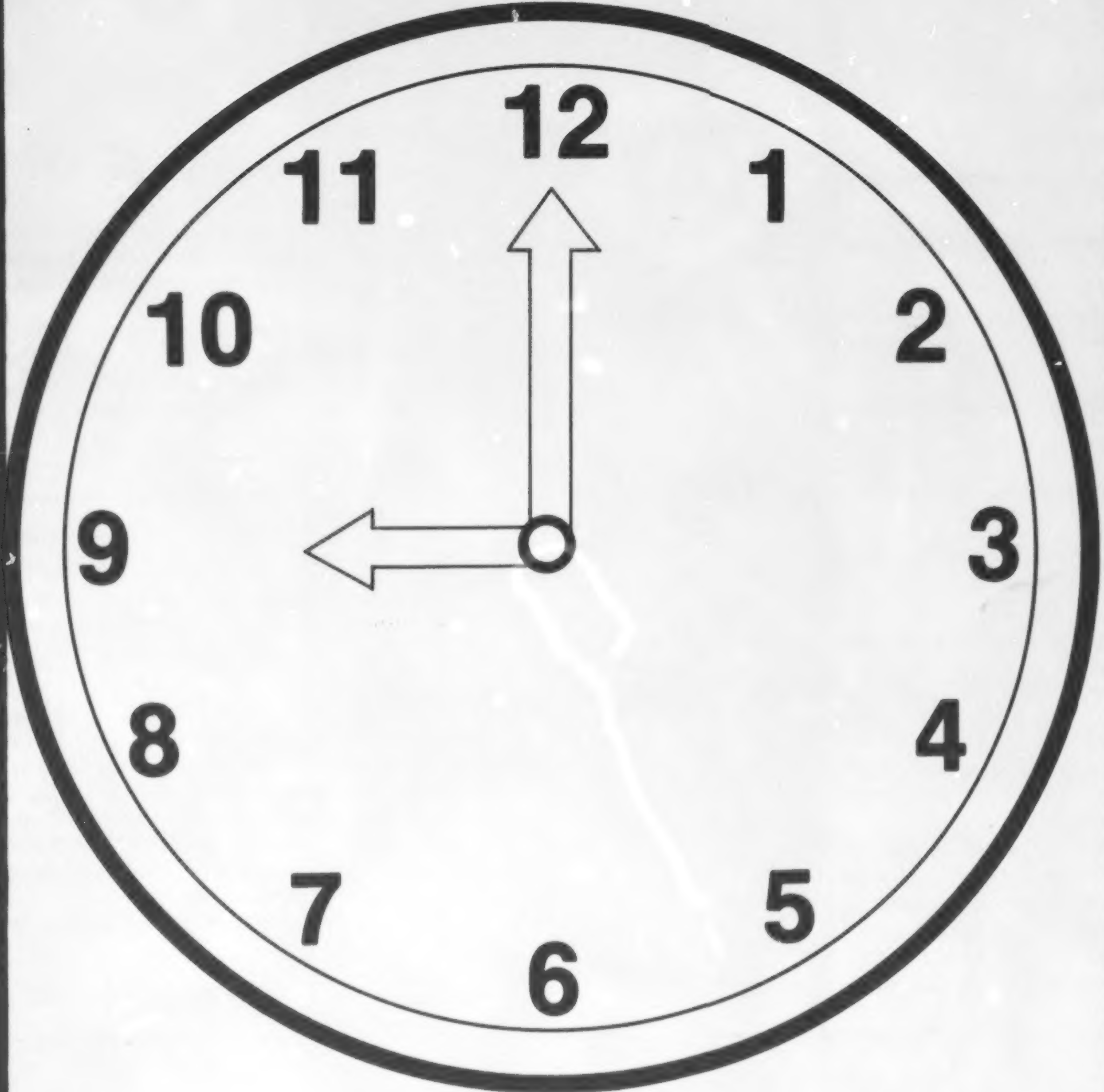
Directions: Ask the child to tell you five things he/she does each day in the order he/she does them. Give help and encouragement with the first two if necessary.

Say: **I want you to tell me five things you do each day. Tell about them in the order that you do them. Tell me what you do first, second, third, fourth and fifth.**

After the activities or events have been named and sequenced, ask the following question for each.

Ask: **What part of the day or at what time do you ________?**

(Continued on page 242)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Continued

DIRECTIONS: *(Continued)*

3. Differentiates between little and big hand on clock.

Directions: Point to the clock face on page C-242.

Say: **Show me the big hand on the clock.**

Note: Since the child may easily guess the correct answer, you may use any of the clock faces on the following pages to confirm a given response.

5-0 4. Knows the position of the clock hands for three daily activities.

Directions: Using three of the daily activities or events for skills 1 and 2,

Ask: **Where are the hands on the clock when it is time for you to __________? Where is the little hand and where is the big hand?**

Give encouragement and a second try for the first activity if necessary.

If a clock face with movable hands is available, ask the child to move the hands to show the correct time.

5. Knows the direction in which the hands on the clock turn.

Directions: Point to the clock face on page C-242, or to any rotating clock.

Ask: **Which way does the big hand on the clock turn? Which way does it go as it moves around the clock?**

Criteria: Both responses must be correct for credit.

6-0 6. Points to the numerals on the clock face as requested.

Directions: Point to the clock face on C-242.

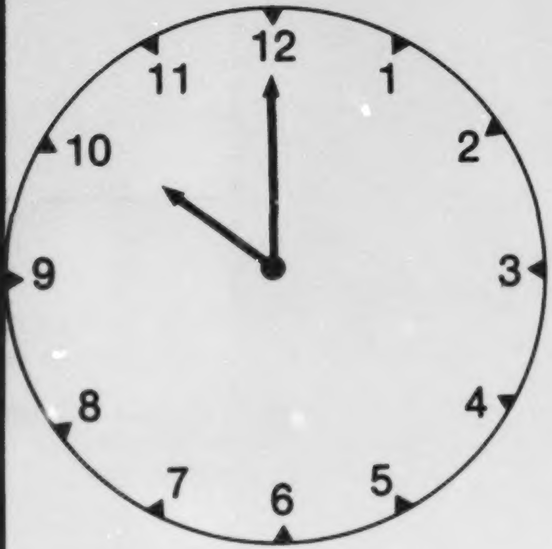
Say: **Show me the three on the clock face.**

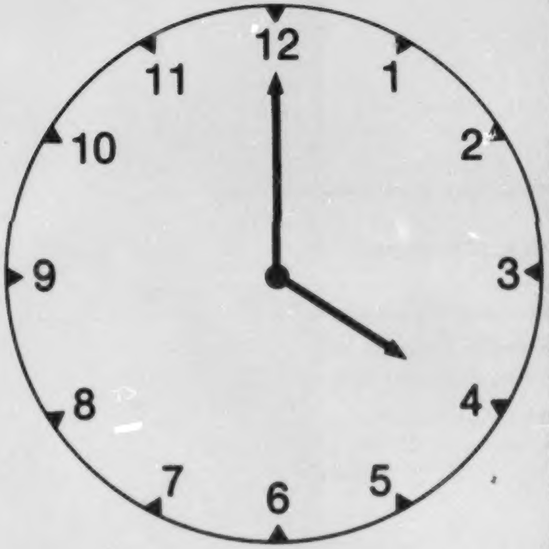
If the child responds correctly, ask that the child point to the numerals listed below:

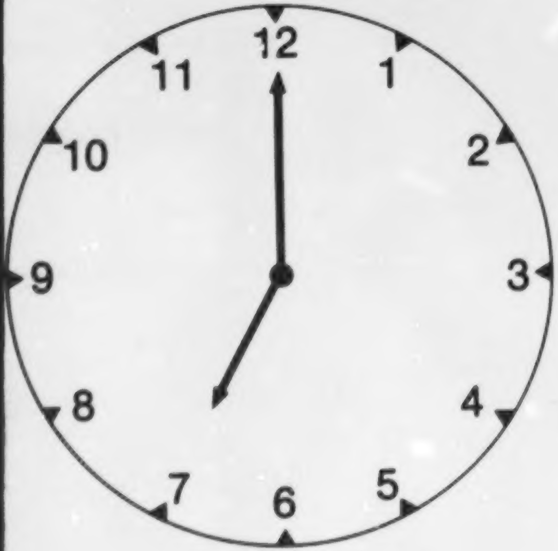
11 7 2 10

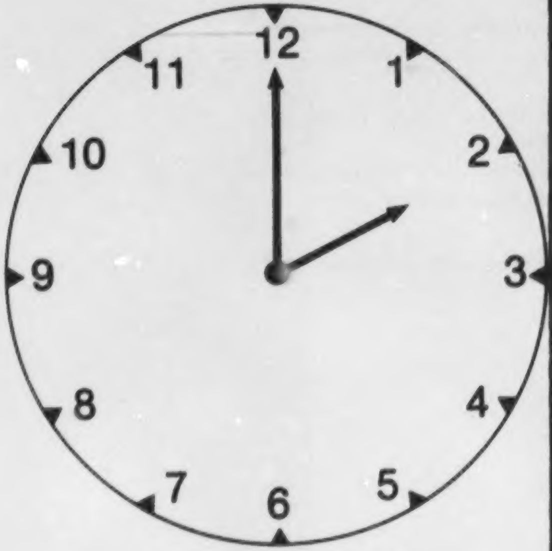
Criteria: Child must point to all five numerals requested for credit.

(Continued on page 243)









Continued

DIRECTIONS: *(Continued)*

7. Differentiates between the hour hand and the minute hand.

   Directions: Point to each of the clocks on page C-243 one at a time.

   Say: **Show me the hour hand on this clock. Which of these hands is the hour hand?**

   Criterion: All four responses should be correct in order to grant credit.

8. Tells time to the hour.

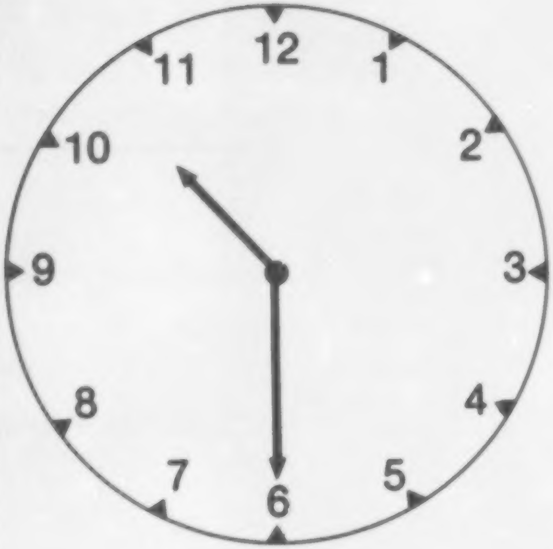
   Directions: Point to each of the clock faces on page C-243 one at a time.

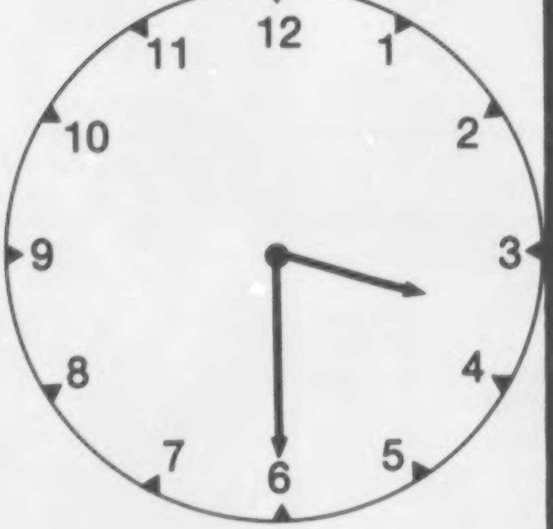
   Ask: **What time does this clock show?**

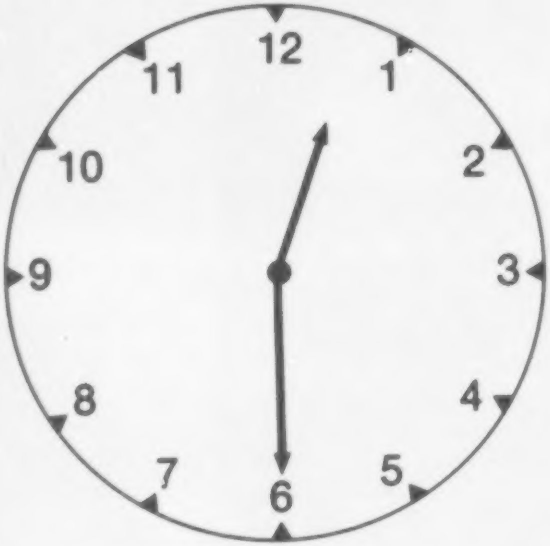
   Criterion: All four responses should be correct to receive credit.

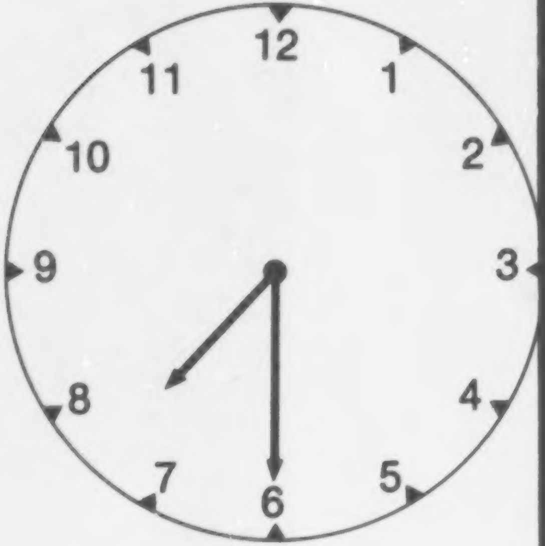
   Discontinue: Stop the assessment at the next skill level if the child does not respond correctly for all four clock faces on C-243.

(Continued on page 244)









Continued

DIRECTIONS: *(Continued)*

9. Tells time to the half-hour.

   Directions: Point to the clock faces on page C-244 one at a time.

   Ask: **What time does this clock show?**

   Criterion: All four responses should be correct to receive credit.

   Discontinue: Stop the assessment at the next skill level if the child does not respond correctly for all four clock faces on C-244.

(Continued on page 245)

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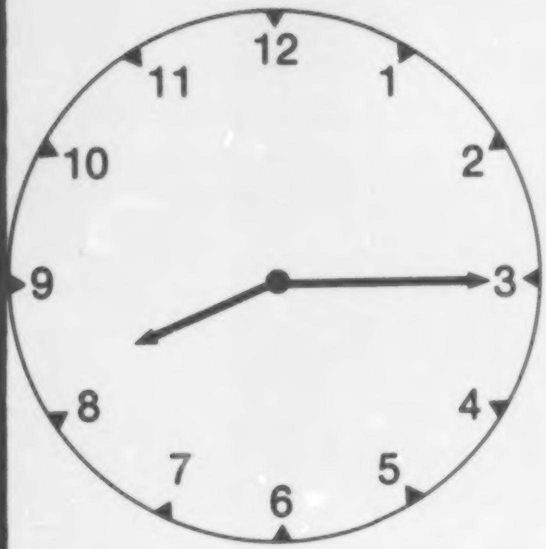
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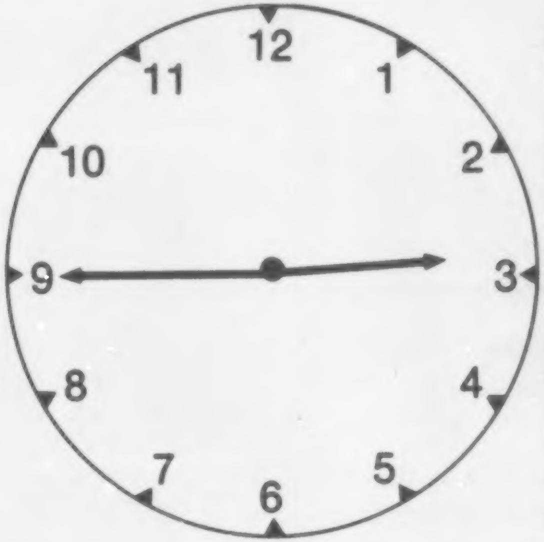
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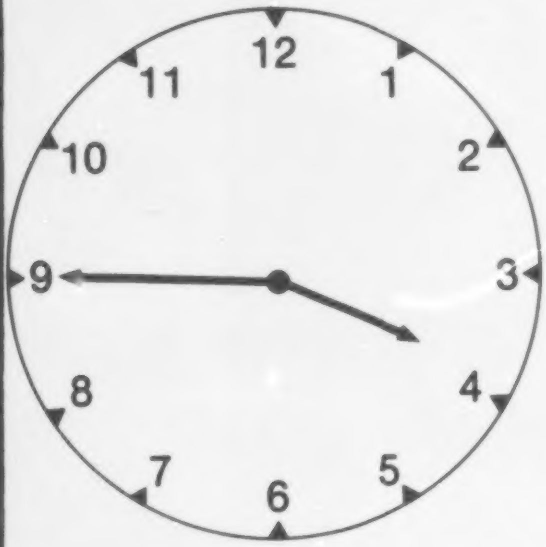
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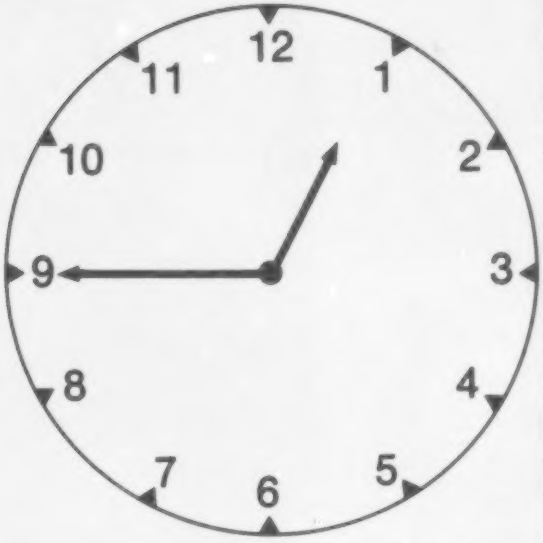
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TIME *(continued)*

Continued

DIRECTIONS: *(Continued)*

10. Tells time to the quarter-hour.$^{7\text{-}0}$
    Directions: Point to the clock faces on page C-245 one at a time.
    Ask: **What time does this clock show?**
    Criterion: All four responses should be correct to receive credit.

NOTES:

a. **Correlation with the *Inventory of Basic Skills:*** Skills 9, 10 and 11 are also assessed on the pages indicated below in the *Inventory of Basic Skills.* The clock faces show different times from the ones in this inventory. Thus you may wish to use one of the inventories for a pre-test and the other for the post-test.

Skill	**Page in I.B.S.**
8. Tells time to the hour	141
9. Tells time to the half-hour	142
10. Tells time to the quarter-hour	143
11. Tells time to five minutes	144
12. Tells time to the minute	145

b. **Possible Discriminations:** This assessment may be less appropriate for the child from a home or culture which is not time conscious or where only digital clocks are used. However, the value of learning to use a traditional clock is considerable.

(K-12E)
OBJECTIVES: By ______(date)______, when presented with clock faces and requested to do so, ______(child's name)______ will respond verbally or by pointing in a manner which demonstrates he/she . . . (list as appropriate)

1. knows the part of the day—morning, afternoon, night, etc.—for daily activities,
2. can sequence five daily activities and tell the part of the day for each,
3. can differentiate between the little hand and big hand on the clock face,
4. knows the position of the hands on the clock for daily activities,
5. knows the direction in which the hands on the clock turn,
6. identifies the numerals on the clock face,
7. can tell the hour hand from the minute hand,
8. can tell time to the hour,
9. can tell time to the half-hour,
10. can tell time to the quarter-hour.

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The references listed below were researched to establish and validate the skill sequences and the developmental ages in the *Inventory* and the Developmental Record Book. The references used for each assessment procedure are listed by number, with pages following a colon. (Thus "1:22-25" refers to Alpern and Boll's *Developmental Profile*, pages 22-25).

References listed below which do not list age norms were used for developing and documenting diagnostic and resources notes in the *Inventory*.

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APPENDIX A

HISTORY, ACKNOWLEDGEMENTS AND FIELD TESTING/CRITIQUING

AWARENESS OF NEED: The author, Albert Brigance, became aware of the need for a publication like the *Inventory of Early Development* during the 1975-76 school year when he was involved in a Title VI-B project with the Humboldt County Schools Office, Eureka, California. The purpose of the project was to identify and assess those children with learning handicaps that would interfere with satisfactory adjustment or progress within a regular school program, and to develop individualized educational programs for alleviating the handicaps.

The norm-referenced tests for different age levels were adequate for identifying and certifying. The quantitative type of results derived from these norm-referenced tests, however, did not meet the needs for which the *Inventory* was developed. *(See Purposes on page iii of the Introduction).*

DEVELOPMENT OF THE FIELD-TEST/CRITIQUE EDITION: Brigance developed the field-test/critique edition of the *Inventory of Early Development* during the spring and summer of 1977 by combining the following:

- More than nine years of professional training,
- More than twenty years of professional experience,
- The knowledge and resources gained in compiling the *Inventory of Basic Skills* (kindergarten—6th grade),
- Two years of researching, developing and experimenting with other related ideas and materials.

The author is indebted to the professional personnel and parents in Humboldt County and elsewhere for their support and encouragement during this project. He is especially grateful to Don Galt, Psychologist; Mary Moore, Project Director and Program Specialist; and Dudley Puryear, Coordinating Psychologist, for their willingness to provide consultation, constructive criticism, materials and recommendations during the development of the "field-test/critique" edition.

FIELD-TESTING/CRITIQUING: Field-testing and critiquing was accomplished by the personnel and programs listed on the following page. A wide variety of professional disciplines is represented. A number of different types of programs and services for children below the seven-year-old developmental age, in 16 states, provided contexts for the field test and critiquing.

The programs listed below by state received copies of the "field-testing/critique" edition of the *Inventory* and the *Developmental Record Book*. Participants agreed to field-test, critique and submit evaluations of the material to the author.

The field-testing/critiquing resulted in evaluations and input that identified:

- Revisions, additions, deletions, and corrections, which should be made prior to publication;
- Any materials in the *Inventory* which might be interpreted as prejudicial or stereotyping;
- Strengths and weaknesses of the materials;
- Specific materials needed for referencing (see pages 246 and 247);
- Types of programs and services for which the material would be appropriate.

The author and publisher wish to express their appreciation and indebtedness to the personnel in these programs for their cooperation and their many ideas, recommendations, materials, consultations, and constructive criticisms which were incorporated into this *Inventory*. The information they provided was invaluable in preparing the final manuscript.

Contributors are too numerous to list fully. The following individuals are among those who made significant contributions:

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APPENDIX B

SEQUENCING AND REFERENCING OF SKILLS AND BEHAVIORS

The *Inventory of Early Development* is, for the most part, a criterion-referenced instrument. However, skills and behaviors are also norm-referenced; skills of an academic or school-oriented nature are referenced to curriculum practices and texts used in school.

SEQUENCING AND NORM-REFERENCING OF DEVELOPMENTAL SKILLS AND BEHAVIORS: Skills and behaviors of a developmental nature are sequenced and norm-referenced with data from the references listed in the *Bibliography* on pages 246 and 247, which contains published normative data for infants and children below the developmental age of seven years.

The purposes for researching these references were the following:

- To identify skills and behaviors appropriate for the *Inventory*,
- To establish and validate a developmental sequence for the skills and behaviors identified,
- To determine and validate those skills and behaviors which normally develop within a given age range, following a consensus of the normative data in the references.

For example, see the table on the following page. This table illustrates how "stairs and climbing" skills 1 through 13 have been sequenced, and how the developmental age notations were established and validated by a consensus of 15 different sources.

Where appropriate, references used in developing the sequence and validating the developmental ages are listed by numbers which refer to the *Bibliography* on pages 246 and 247 (see page vi for an example)

SEQUENCING AND REFERENCING OF ACADEMIC OR SCHOOL-ORIENTED SKILLS: Normative age data was adequate for establishing and validating the sequence and developmental ages for most developmental skills and behaviors. This was not found to be true for academic or school-oriented skills. Thus, curriculum practices and current pupil texts were used to establish and validate the sequence and developmental ages of those skills. *(See "Developmental Age" notations on page 198 for an example of developmental ages based on curriculum practices. See "Referencing" on page 214 for an example of the same based on referencing to texts used by pupils).*

6 3 6

6 3 5

EXAMPLE OF METHOD USED TO DEVELOP AND VALIDATE SKILL SEQUENCES AND DEVELOPMENTAL AGES

The table illustrates how *"Stairs and Climbing"* skills 1 through 13 are sequenced and how the developmental age notations are validated by the concensus of 15 different references listed in the *Bibliography* on pages 246 and 247. This is the sequence of skills that is assessed on pages 33 through 35 of the *Inventory* and listed on page 4 of the *Developmental Record Book.*

Column B illustrates how the developmental ages noted in Column A should be interpreted in determining what skills usually develop within a given age range.

COLUMN A Skill sequence and developmental ages as validated by a *concensus* of 15 references—see the reference numbers and normed ages in Column C.	**COLUMN B** Developmental age range for skills in Col. A	**COLUMN C** Numbers for references listed on pages 246 and 247 which are included in the research to establish and validate the skill sequence and developmental ages listed in Column A. The normed age data for each reference and skill is indicated where the respective columns and rows intersect.														
		2	4	5	7	8	15	16	23	33	35	40	42	46	47	48
1-0 1. Creeps up stairs	1 year to 1 year, 6 months	15 mo.									15 mo.	15 mo.				
2. Creeps down stairs backward					18 mo.											
3. Climbs on to low furniture such as low couch		13-18 mo.										15 mo.	18 mo.			
4. Climbs in and out of adult chair.					18 mo.						18 mo.		18 mo.	18 mo.		
5. Walks up stairs with one hand held				16.4 mo.	18 mo.	21 mo.				20.3 mo.	18 mo.			18 mo.		17.5 mo.
1-6 6. Walks down stairs with one hand held	1 year, 6 months to 2 years			16.4 mo.	18 mo.	30 mo.			24 mo.	20.5 mo.	18 mo.					21.5 mo.
7. Walks up stairs alone holding railing			19-30 mo.	25.1 mo.	24 mo.		I-II	24 mo.	24 mo.	24.3 mo.	18 mo.	2 yr.	2 yr.	24 mo.		23 mo.
2-0 8. Walks down stairs alone holding railing	2 years to 3 years		19-30 mo.	25.8 mo.	24 mo.		III-IV		25 mo.	24.5 mo.			2 yr.	24 mo.		
9. Walks up stairs using alternate feet with one hand held						30 mo.		36 mo.						36 mo.		
3-0 10. Walks down stairs using alternate feet with one hand held	3 years to 4 years					39 mo.		36 mo.								
11. Climbs ladder of low play equipment									31-48 mo.			3 yr.				
12. Walks up stairs using alternate feet, holding railing				30+ mo.	3 yr.	42 mo.				35.5 mo.	36 mo.	3 yr.	3 yr.		3 yr.	
4-0 13. Walks down stairs using alternate feet, holding railing	4 years to 5 years, 6 months	5 yr.		30+	4 yr.	48 mo.				50 mo.	48 mo.	3 yr.	4 yr.		3 yr.	

APPENDIX C

USING THE *INVENTORY* IN P.L. 94-142 PROGRAMS

INTRODUCTION: Public Law 94-142, the *Education for all Handicapped Children Act*, guarantees that special education is available to handicapped children and youth who require it. The law provides for the rights and protections listed below:

1. Assurance of the maintenance of an individualized education program (IEP).
2. Assurance of regular parent or guardian consultation.
3. Assurance of special education for all handicapped children in the "least restrictive environment."
4. Assurance of nondiscriminatory testing and evaluation.

Personnel responsible for meeting these guarantees for children who have not reached the developmental age of seven years will find the *Inventory of Early Development* a valuable resource.

MAINTENANCE OF AN INDIVIDUALIZED EDUCATION PROGRAM (IEP). The objective component of the individualized education program is maintained by establishing four requirements. When the *Inventory of Early Development* is used as illustrated on page viii in the introduction, these four requirements are met as shown in the following table.

Requirements of the objective component of the IEP	How the requirement is met or identified by using the *Inventory of Early Development*
1. Date of next assessment	Record in the "Date" column on page one of the *Developmental Record Book (DRB)*
2. Method of assessment	*Inventory of Early Development*
3. Present level of achievement	Skills of the highest level in the skill sequence which have been circled in the *DRB* during the assessment
4. Objective to be achieved	Identified by using a pen of the color for recording the next assessment in the *DRB*

Thus, by following the record keeping procedures (described on pages vii and viii), which are ongoing, graphic, and easily interpreted, the objective component of the individualized education program is achieved.

Should local policy require objectives to be written on locally developed forms, they can be copied from the *Developmental Record Book* or from the OBJECTIVES listed after each assessment procedure in the *Inventory*.

REGULAR PARENT OR GUARDIAN CONSULTATION: The procedures used in the *Inventory* will facilitate regular parent or guardian consultations as follows:

1. Many of the assessment procedures may be carried out by parent interview, using the parents' consulting services to verify the skill of the child.
2. The assessment data is easily communicated because the recording system is graphic. Results also are in tangible rather than abstract terms.
3. Progress is readily shared with the parent through this easily interpreted recording system.
4. The sequential objectives are clearly identified, so the parents can be aware of the progression of skills that help the child to develop.

PROVIDING SPECIAL EDUCATION IN THE "LEAST RESTRICTIVE" ENVIRONMENT: If handicapped children are to receive an education in the "least restrictive" environment, easing communication between special and regular education personnel is crucial. A few of the ways the *Inventory* facilitates this communication are the following:

1. The developmental age notations will provide special education personnel with much guidance as to those skills children usually develop at different age levels. This guidance and knowledge is crucial for integrating special-needs children into the mainstream.

2. The child's *Developmental Record Book* will serve as a most useful tool for special education personnel, for communicating essential data such as:
   a. present level of achievement
   b. strengths and weaknesses
   c. instructional objectives
3. The characteristics and needs of handicapped and advantaged children are more similar than different. Special education personnel will be more helpful in "mainstreaming," and placing children in the "least restrictive" environments, if similarities are emphasized. The *Developmental Record Book* can be an effective tool for emphasizing similarities while communicating differences.

NONDISCRIMINATORY TESTING AND ASSESSMENT: As a criterion-referenced publication, the *Inventory* yields assessment data referenced to a prescribed standard for performing a skill. The goal of the assessment is to identify those segments of the curriculum objectives which have been mastered. The goal is not to derive a quantitative score which can be used in comparison with a specific population.

One purpose of the field-testing and critiquing was to identify materials or items which might suggest prejudices or stereotypes to any segment of the population. We deleted such materials or items when we found them, or we acknowledged them in the published edition. Examples not deleted but noted as items which might suggest discrimination concern different child-rearing practices in different cultures (such as social courtesies, toilet training and eating). These items were included because they are crucial skills needed for satisfactory adjustment and independent living in most environments.

Special education personnel using the *Inventory* with children and parents whose primary language is not English should take care in translating and interpreting. Many potential language barriers may be overcome by:

1. using illustrations in the *Inventory*
2. demonstrating motor skills which are to be done by the child
3. using gestures
4. assessing by observation

References:

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2. Ballard, Joseph. *Public Law 94-142 and Section 504—Understanding What They Are and Are Not,* The Council for Exceptional Children.

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	AS919	Spelling Skills Center—Grade Five (Set)	39	160.50	$
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